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AUTHOR Hartman, Carl; And Others
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ABSTRACT

The guide, part of a social science learning continuum from first through twelfth grades, contains outlines for two-semester social studies courses for grades 9-12. Three components comprise each section: time allocations for units, instructional objectives, and a content outline. The Grade 9 course, Cultures of the Non-Western World, contains eight units: an introduction, Ancient Egypt, the Fertile Crescent, the Moslem World, Africa, India, Southeast Asia, China, and Japan. The Grade 10 course, Cultures of the Western World, is comprised of ten units: an introduction, Ancient Greece, Ancient Rome, the Middle Ages, Renaissance and Reformation, Great Britain, France, the U.S.S.R., Nationalism and the Unification of Germany, and the World Wars. In Grade 11 students focus on American History after the Civil War. The ten units are entitled Rebuilding the Nation, the Rise of Industrialism, the Progressive Era, the United States Becomes a World Power, the United States Enters the First World War, the Golden Twenties, the New Deal, the Second World War, the Cold War Era, and Detente and Rapid Change. The Grade 12 section is a course in government and economics. In the first semester, students examine political institutions and ideas; the heritage of American government; public opinion, pressure groups, and political parties; suffrage, nominations, and elections; Congress and national legislation; the executive branch; and the national and state judiciaries. The second semester covers state and local governments; economics; banking, money, and credit; taxes; housing and major purchasing; and consumer aids. (KC)

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SOCIAL SCIENCE INSTRUCTIONAL GUIDES:

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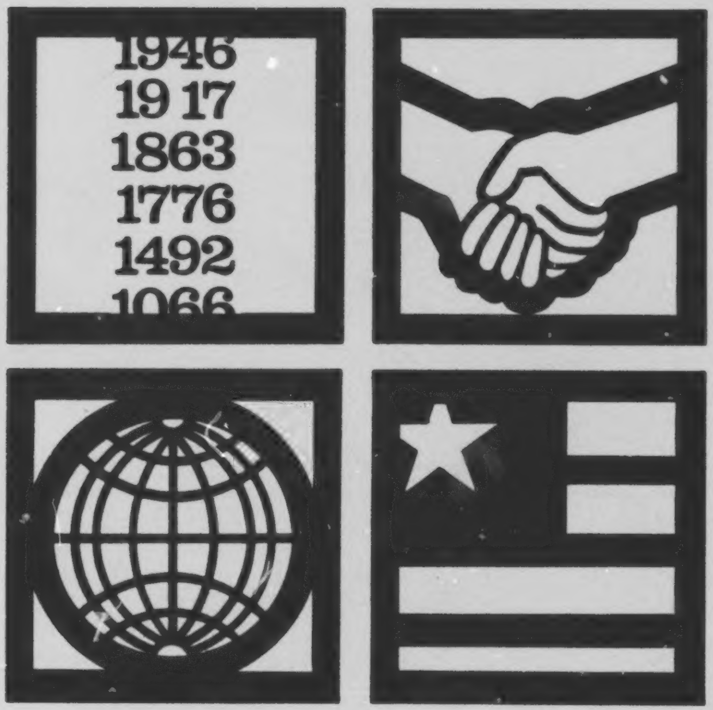
HIGH SCHOOL
(Grades 9-12)

West Chester Area School District
West Chester, Pennsylvania

SO 012 011

THE
NON-WESTERN WORLD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NINTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The content outline and course objectives were prepared by Mr. Carl Hartman, Mr. Jeffrey Heim, Mr. Fred Pyle, Mr. Jack Luckowski, Mr. John Guiseppe and Mr. David Himes.

Mr. Thomas Cosgrove contributed suggestions for improvement.

PREFACE

This course is the first in a two course sequence entitled *World Cultures*. The tenth grade course is entitled *Cultures of the Western World*, while this course is entitled *Cultures of the Non-Western World*.

Common to the organization of both courses is a conceptual framework drawn from cultural anthropology and geography. Both courses examine a culture region from a chronological point of view.

Students are encouraged to see the many cultural adaptations man has made in a variety of habitats. Cultural universals are stressed. A central goal is to reduce ethnocentricity through an appreciation of man's common experiences throughout the world.

This course focuses on the Non-Western Culture Regions. Those include Africa, the Middle East, China and East Asia, and India and South Asia.

The origins of civilization in the Fertile Crescent and Egypt are also studied.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 - American Neighbors
Grade 7 - Geography
Grade 8 - American History

High School

Grade 9 - Cultures of the Non-Western World
Grade 10 - Cultures of the Western World
Grade 11 - American History
Grade 12 - Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
    A. American Neighbors - Grade 6
        1. Latin America
        2. Canada
    B. Non-Western World - Grade 9
        1. Africa and the Middle East
        2. China and Japan
        3. India and S.E. Asia
    C. Western World - Grade 10
        1. Europe
        2. U.S.S.R.

II. American Studies
    A. American history - Grade 8
        1. Beginnings to 1877
    B. American history - Grade 11
        1. 1877 to the present

II. American Studies (cont'd)

    C. Government and Economics - Grade 12

        1. Local, state and national government

        2. American economic system

III. Geographic Studies

    A. Geography - Grade 7

        1. Semester devoted to basic concepts

        2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff
Supervisor of Social Science, K-12

NINTH GRADE CULTURES OF THE NON-WESTERN WORLD

Time Allotments For Units

First Semester

Unit I	Introduction to the Course	9 WEEKS
Unit II	Ancient Egypt	
Unit III	The Fertile Crescent	
Unit IV*	The Moslem World	9 WEEKS
Unit V*	Africa	

Second Semester

Unit VI*	India	9 WEEKS
Unit VII*	Southeast Asia	
Unit VIII*	China	9 WEEKS
Unit IX*	Japan	

* These units do not have to be taught in the sequence indicated here.

SOCIAL SCIENCE CONCEPTS

The content of this course aids in the formation of the following concepts:

1. culture
2. cultural diffusion
3. cultural conflict
4. cultural universals
5. cultural interaction
6. cultural barriers
7. cultural stagnation
8. cultural apartheid
9. cultural elimination
10. cultural assimilation
11. cultural accommodation
12. cultural isolation
13. cultural exchange
14. cultural merger
15. universality of culture
16. adaptability
17. human race
18. ethnocentrism
19. co-operation
20. government
21. human intellectual development
22. haves/have nots
23. prejudice
24. discrimination
25. agricultural society
26. surplus of food
27. task specialization
28. leisure time
29. contemplative pursuits
30. urbanization
31. economic development
32. symbolic communication
33. environment
34. invention
35. family
36. evolution
37. nationalism
38. geographic barriers
39. geographic access routes
40. religion
41. imperialism
42. colonialism
43. ethics

GENERALIZATIONS FROM THE SOCIAL SCIENCES

The generalizations to be developed in this course are:

1. Systematic techniques of discovery are used by man to determine his historical presence.
2. Human supremacy is based upon advanced thinking ability and social cooperation.
3. Culture is a human universal and in a constant state of flux.
4. Nature (geography) affects cultural development.
5. Unique geographic factors foster the development of a restrictive acculturation pattern, i.e., absence of cultural diffusion.
6. Cultural isolation leads to cultural stagnation.
7. Cultural interaction leads to cultural advancement.
8. Invention serves to make accepted ideas obsolete.
9. Primitive cultures adopt the culture of the defeated but advanced culture.
10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.
11. Development of civilization follows a predictable pattern.
12. State and society are inseparable -- any disturbance in one will lead to a disturbance in the other.
13. Cultural superiority and technological prowess are not synonomous.

To understand the preceding generalizations is to understand man's past successes and failures. A contemporary society's potential for future security relies upon its acceptance of these generalizations. It is to this end that this course is directed, and to the realization that:

14. ANY SOCIETY UNWILLING OR INCAPABLE OF CHANGE THEREBY RENDERS ITSELF PERIPHERAL.

UNIT I - INTRODUCTION TO THE COURSE

CODE Upon completion of this course students will be able to

9.1 define culture.

9.2 distinguish among the social units: family, clan, tribe and nation.

9.3 relate the difference between natural barriers and cultural barriers.

9.4 realize that prejudice, discrimination, and ethnocentrism may lead to cultural conflict.

9.5 explain how different geographic environments affected cultural development.

9.6 use the following to interpret a map: latitude, longitude, scale, key, elevation, continent and country.

9.7 demonstrate the ability to use these parts of a book: table of contents, index, glossary, chapter titles, headings and captions.

Upon the completion of this unit students will be able to

9.8 define selected terms relating to man's prehistory.

9.9 explain the job of the archaeologist and anthropologist.

9.10 discuss the difference between a fossil and an artifact by giving the definition of both or bringing in either pictures or an example of each.

CONTENT OUTLINE

I. Defining the purpose of the World Cultures Course: This course is designed to be a part of the ongoing social science curriculum; it is not intended to exist alone. Generalizations and concepts taught throughout are such that they should be applicable to a variety of specific courses taught in subsequent years, especially the tenth grade course.

A. Generalization

1. A statement of fact, showing the relationship between two or more concepts, that has universal application

2. A list of the generalizations to be taught should be given to the student

B. Concept

1. A single thought, a category for organizing sensory experiences

2. A list of concepts to be presented in the course should be presented to each student -- students will note these concepts as they are covered

II. Culture

A. The sum total of all learned behavior in a given society

B. Comparison of natural behavior and learned behavior -- Nacerima reading for cultural comparison and similar activities

C. Universality of culture -- creative exercises in making a practical tool

D. Cultural Universals -- contemporary universals will lead into how ancient man developed them originally

III. Interpreting the Evidence of Man

A. Physical Environment

1. Continent-Country distinction

2. Land forms

a. Peninsula

b. Island

c. Isthmus

3. Water forms

a. Oceans

b. Seas

c. Rivers

d. Lakes

4. Topography
    a. Mountains
    b. Deserts
    c. Plains

B. Chronology of Man's Existence
    1. Paleolithic/Neolithic Ages
    2. Age of Metals
    3. Age of Advanced Technology

C. Techniques of Discovering Man's Existence
    1. Anthropology
    2. Archaeology
    3. Geology dating
    4. Potassium dating (potassium-Argon)
    5. Carbon dating (carbon 14)
    6. Fossils
    7. Artifacts (material culture)

D. Gathering Society - Family Unit Develops
    1. Nuclear Family
    2. Patriarchal organization
    3. Matriarchal organization

E. Hunting Society
    1. Division of labor required
    2. Extended family develops

NOTE: Both gathering and hunting societies had nomadic existences. There was no surplus of food.

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F. Settled-Permanent Locations

1. Led to abundant, surplus food

2. Led to developments of AGRICULTURAL Cultivation

3. Required more people - polygamy

4. Led to clans and tribes

G. Development of CIVILIZATION

1. At this stage of development in society, mankind has accomplished settlements which are characterized by:

a. Sufficient water resources to support agriculture

b. Sufficient length of growing season

c. Surplus of food

d. Specialized tasks and division of labor

2. Civilization requires the following to be developed:

a. Urbanization

b. Trade and commerce

c. Record keeping (written records/symbolic communication)

Development of Civilization

The development of civilization follows a pattern discernable to a student of history. An ABUNDANT WATER SUPPLY was needed in conjunction with a SUFFICIENTLY LONG GROWING SEASON to produce an AGRICULTURAL SOCIETY.

When such a society could produce a SURPLUS OF FOOD we find that it develops TASK SPECIALIZATION. It also follows that not all time is then needed for the acquisition of man's basic needs and such LEISURE TIME can be turned to CONTEMPLATIVE PURSUITS. As society became more urbanized and comlex it became necessary to organize a systematic direction for it; hence, GOVERNMENT was devised.

URBANIZATION followed with its need for the development of TRADE AND COMMERCE. This engendered a need for the development of RECORD-KEEPING and than a WRITTEN LANGUAGE.

Some factors which influenced the development of culture and civilization:

1. Topography
2. Environment
3. Cultural contact and exchange
4. Invention

Generalizations demonstrated in this unit to date. Refer to list of generalizations stated at the front of this guide.

1 - Systematic techniques of discovery are used by man to determine his historical presence.

    a. Archaeology, Anthropology, Geology dating et. al.

    b. L.S.B. Leakey

2 - Human supremacy is based upon advanced thinking ability and social cooperation -- discussion of man in comparison with other animals.

3 - Culture is a human universal and in a constant state of flux, i.e. universal development of man and his formation of societies.

8 - Invention serves to make accepted ideas obsolete, i.e. the history of man as it has been shown to this point (e.g., toolmaking, fire, clothing, etc.).

14 - A society unwilling or incapable of change thereby renders itself peripheral. All human forms did not survive and were replaced by those who better suited their environments or who changed their environment, e.g., fire.

Transition from Introduction to the units on Ancient Egypt and Mesopotamia

I. Universality of culture

II. Cultural universals

III. Ethnocentrism of culture

Introduce concepts of Cultural Diffusion, Cultural Exchange, Cultural Isolation, Cultural Conflict and Have/Have-not.

IV. Until now cultures have been developing in Isolation.

V. Detailed discussion of Cultural Conflict and the courses of action

A. Merger	These have a successful and positive effect on the development of culture through borrowing. They allow toleration and understanding and promote increased technology and a mutual appreciation of one another.
B. Assimilation	
C. Accommodation	
D. Apartheid	These two prohibit cultural growth, lead to stagnation and encourage leadership to direct its energies to the maintenance of the status quo in cultural development.
E. Elimination	

VI. Social barriers to cultural development

- A. Ethnocentrism
- B. Prejudice
- C. Discrimination

UNIT II - ANCIENT EGYPT

CODE Upon the completion of this unit students will be able to

9.11 locate Egypt on a map.

9.12 explain Egypt's cultural isolation by identifying four natural boundaries and topography.

9.13 differentiate between Upper Egypt and Lower Egypt in regard to location and topography.

9.14 explain the meaning of the saying, "Egypt is the gift of the Nile" by listing four benefits derived from the river.

9.15 explain how the Egyptian calendar was based on the Nile River by naming one connection between the two.

9.16 demonstrate the role of the pharaoh in Egyptian society by explaining or selecting from a list four of his functions.

9.17 relate the purpose of the mummification process to the belief in an afterlife.

9.18 explain the effect the Hyksos had on Egyptian development.

9.19 describe the significance of the discovery of Tutankamon's tomb to the world of archaeology.

9.20 give an opinion of the significance of the contributions made by the Egyptians to civilization.

CONTENT OUTLINE

I. Universal needs: food, shelter, clothing, security (cultural universals)

  A. Nomadic peoples moved with the wild life

    1. As climate changed, they followed animal herds to the Nile Valley (adaptability) *

B. Built permanent settlements for the following reasons:

  1. Abundant water supply, surplus food supply leads to task specialization (surplus food supply); (task specialization)

  2. Permitted an increased population

C. Nile River bonds the settlements

  1. Links a large area of land for communication, transportation and facilitation of trade and commerce

D. Nile River necessitates cooperation, government, expanded knowledge and religion (cooperation, government, contemplative pursuits, religion)

* All words appearing in parentheses are concepts developed at this point of the scope and sequence.

II. Development of Egyptian Civilization

A. Cooperation for purposes of irrigation, flood control, home rebuilding, protection and sowing/harvesting (development of civilization follows a predictable pattern)

B. Government is a necessity to facilitate cooperation on a village basis (government, cooperation)

  1. Government sought advice of individuals from most successful families

    a. Within each community the most successful families became sought after for advice (family); (government)

      1) Pharaoh meant "Great House"

  2. As areas expanded, conflicts of interest and village wars took place. Some families would lead their villages militarily (cultural conflict)

  3. After wars, the victorious families would assume positions of leadership (government)

  4. Gradually two areas were established:

    a. Upper Egypt

      1) less advantageous, more difficult existence (adaptation, isolation)

- b. Lower Egypt
    - 1) advantages of the Delta, culturally advanced
- 5. Conflict develops between Upper and Lower Egypt
    - a. Upper Egypt is victorious because of better warriors due to more difficult existence (cultural conflict, cultural exchange)
    - b. Menes brings about a conscious "merger" between two different peoples (cultural merger, nationalism)
        - 1) Creates a centralized government and develops a spirit of nationalism (nationalism) (government)
- 6. Religion is introduced as the justification for the central ruling authority of Menes (religion, government)
    - a. Legend of the "Man-God" solidified his position as ruler (theocracy)
        - 1) This draws the needed scholars and high priests into Menes' government (cooperation, task specialization)

C. Purpose of a religious base for the government (theocracy)

- 1. Allayed fears and provided answers for natural phenomena (religion)
    - a. Nature is the basis of religion since it governed their lives
    - b. Similar gods with different names existed in the various villages (polytheism)
- 2. Gods are generally kind due to regularity of the flooding and general prosperity

D. Egypt will develop in isolation (cultural isolation)

- 1. Old Kingdom
    - a. Stabilization and progress
    - b. Government has supreme power in the Pharaoh
        - 1) Pharaoh owns the country (theocracy, monarchy)

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        c. Pharaoh devotes his energy to solidifying his power and promoting his own image

        d. Priests very powerful in religious matters (religion, government)

        e. Pharaoh commands love and loyalty of the people

E. Religion of the Egyptians (religion)

    1. Strong belief in an afterlife leads to necessity of preserving the body

        a. mummification

    2. Building huge monuments is a very good example of the centralization of authority and the dominance of the Pharaoh

F. Accomplishments of the Egyptians

    1. Calendar, bronze, writing (inventions, human intellectual development)

G. Decline of the Pharaoh

    1. Stagnation of Ideas

    2. Greed and corruption -- neglect of duty to the people

    3. Power shifts to priests and nobles

    4. Period of chaos and lack of leadership (cultural isolation and stagnation)

H. Middle Kingdom

    1. Stabilization and unity by force, Pharaoh never again as powerful as during Old Kingdom

    2. Success in trade and commerce (cultural interaction)

        a. irrigation and canals

        b. outside contracts begin to be made (cultural interaction)

    3. Hyksos Invaders (apartheid)

        a. Defeated Egypt with the horse and chariot (cultural isolation)

        b. Egypt's wealth creates classic conflict between advanced and primitive societies

- I. New Kingdom - Egypt builds an empire (nationalism)
  - 1. Realizes vulnerability, creates buffer zone to protect homeland
  - 2. Contact with Mesopotamia (cultural interaction)
  - 3. Government (government)
    - a. military state
    - b. public works (no longer voluntary)
    - c. first important woman ruler
  - 4. Religion (religion) changed from polytheism to monotheism
  - 5. Ramses II
    - a. good example of New Kingdom Pharaoh
    - b. monument building, extensive wars
  - 6. Decline of Empire
- J. Conquests of Egypt
  - 1. Conquests of others invited attacks on Egypt
  - 2. Could not maintain constant warfare
  - 3. Succession of conquerors
    - a. Assyrians
    - b. Persians
    - c. Alexander the Great and the Greeks
    - d. Ptolomic line ending in Cleoparta
    - e. Conquest by Rome

UNIT III - THE FERTILE CRESCENT

CODE	Upon completion of this unit students will be able to
9.21	locate the area known as the Fertile Crescent on a map.
9.22	show why the Fertile Crescent was so often and so easily invaded by outsiders by naming any two natural boundaries which surround it.
9.23	compare Egypt and Mesopotamia in terms of location, floods, and natural boundaries.
9.24	explain the difference between a city-state and a village.
9.25	explain the role of the priest-king in Mesopotamian society.
9.26	recognize the importance of religion in all aspects of Sumerian life by listing at least two duties the priests had in agriculture and business.
9.27	using Hammurali's Code for reference, point out examples of "an eye for an eye" justice.
9.28	list a contribution of Abraham, Isaac, Jacob, Saul, David and Solomon to the Hebrew nation.
9.29	explain the role of Moses in Hebrew history.
9.30	list at least one contribution of the Hebrews to law, literature and religion.
9.31	point out the extent of the Phoenician trade routes on a map.

CONTENT OUTLINE

I. Tigris-Euphrates River Valley location of second Cradle of Civilization

   A. A plains region connecting the major areas of Europe, Asia, and Africa (access route)

B. Rivers were difficult to navigate and flow was unpredictable (natural barrier)

C. Wandering people of unknown regions settled here (universal needs of man could be met here)

  1. People have been called Sumerian

  2. Students must determine why these people decided to build permanent settlements

D. Contrast the Nile with the Tigris-Euphrates in affecting the building of civilization

  1. Navigability of the river systems--Tigris-Euphrates created an effective barrier to easy communication, transportation and trade which led to the development of independent city-states rather than the Egyptian nation-state (natural barriers)

    a. Define and describe city-state (government)

    b. Contrast city-state with unified central government in Egypt

  2. Universal needs satisfied by the Tigris-Euphrates. City-state is the governmental organization to carry out operations rather than the nation-state of Egypt

    a. Each city-state develops its own system of cooperation, specialization, government and religion

      1) Environmental and hereditary circumstances make these city-states similar but with unique variations

      2) Describe the appearance of the city-state -- show how it affects daily life.

        a) Walled-in city

        b) Surrounding farm ground (nationalism)

        c) Dominance of ziggurat

    b. Social equality very evident among the people -- work is shared -- derivation of social equality from religion (cooperation)

      1) Religion is based more on fear here than in Egypt

      2) Religion is based on strict polytheism. Cities have their own gods -- very similar among various cities

Define animism and identify Sumerian gods and practices.

II. Many unanswered questions regarding the Ancient Civilizations

- A. The Tigris-Euphrates Area is more difficult, archeologically, to find artifacts than the Egyptian area
  - 1. Very destructive forces of the flooding rivers
  - 2. Climate is more moist and harmful to artifacts
    - a. Egyptian climate aided in preservation
    - b. Cultural traits, i.e., burial, preserved many artifacts
  - 3. Fertile Crescent people subject to many invasions -- led to the destruction of physical environment

III. City-states remained independent in conflict

- A. Unification of the city-states was accomplished by outside forces using military power, not cultural characteristics
- B. Sargon I of Akkad accomplishes political unification -- compare to Menes
- C. Sargon did not attempt merger of the city-states on a cultural basis but continued to expand, thereby creating the first real EMPIRE (elimination)

IV. Accomplishments of the Early Sumerian Civilization

- A. Cuneiform (symbolic communication)
- B. Arch (Human Intellectual Development)
- C. Bricks (Invention)
- D. Division of Time
- E. Literature
- F. Mathematics
- G. Wheel

V. Constant Invasion and Conquest

- A. Sumerian cultural traits continue to survive -- the conquerors assimilated the culture of those they conquered

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B. This area will now be conquered by many succeeding peoples -- history is a repetition of conquest and reconquest.

  1. Babylonians - Hammurabi's Code of Laws

  2. Assyrians - fierce, military techniques, established first library

  3. Chaldeans - advances in astronomy

  4. Persians - development and organization of government

  5. Hittites, Phoenicians, Lydians and Arameans - war chariots, trade, alphabet and money coinage

  6. Hebrews - monotheism, Old Testament, Ten Commandments, history of the Hebrews

Generalizations demonstrated in the units on Ancient Egypt and the Fertile Crescent. Refer to the list at the beginning of this Guide.

1. Systematic techniques of discovery are used by man to determine his historical presence. Archaeological discoveries of the ancient civilizations along the Nile and the Tigris-Euphrates Rivers.

2. Human supremacy is based upon advanced thinking ability and social cooperation. Tracing the pattern of the development of civilization in both Egypt and Mesopotamia.

3. Nature (geography) affects cultural development. The unique geographic influences that fostered the development of civilizations in both places.

4. Unique geographic factors the development of a restrictive acculturation pattern, i.e., absence of cultural diffusion. Some of the accomplishments of this area were useful only to their culture and civilization.

5. Cultural isolation leads to cultural stagnation. The isolation of Egypt from other civilizations led to her vulnerability to technically advanced societies.

6. Cultural interaction leads to cultural advancement. The interaction of the various areas of the Fertile Crescent fostered cultural advancement. New Kingdom Egypt came into contact with cultures outside its boundaries, leading to cultural advancement.

7. Invention serves to make accepted ideas obsolete. The various and many accomplishments of the Fertile Crescent people lead them to discard old ways which enabled their cultures to advance.

8. Primitive cultures adopt the culture of the defeated but advanced culture. Exemplified with Menes' unification of Upper and Lower Egypt and the Assyrian conquests of the Fertile Crescent areas.

9. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.

   Merger - Menes uniting Upper and Lower Egypt

   Assimilation - the various Fertile Crescent peoples who conquered the Sumerian advanced civilization

   Apartheid - the separation of the Fertile Crescent city-states

   Elimination - the destruction of the Assyrians

10. Development of civilization follows a predictable pattern -- the civilizations of Egypt and the Fertile Crescent.

11. State and society are inseparable, any disturbance in one will lead to a disturbance in the other. The Feudal Period in Egypt.

12. Cultural superiority and technological prowess are not synonomous. The military advancement and imperialistic attitude of the Hyksos, Assyrians, and Hittites.

13. Any society unwilling or incapable of change thereby renders itself peripheral. Egyptian unwillingness to change and accept new ideas.

Comparative Summation of Egypt and the Fertile Crescent

I. Geographic influences leading to each civilization

   A. Both satisfied universal needs.

   B. Both permitted advances in the following areas:

      1. Urbanization

      2. Specialization

      3. Trade and commerce

      4. Written records

II. Development of universal institutions of civilizations

- A. Government
    - 1. Egypt - unified society based on ease of access routes afforded by the Nile
        - a. Isolated from external forces
        - b. Unhindered development of a unique society
    - 2. Mesopotamia - separate similar societies
        - a. Caused by barrier of difficulty (Tigris-Euphrates)
        - b. External influences caused various influences
- B. Religion
    - 1. Egypt - uniformity of religion
        - a. Accessibility offered by the Nile
        - b. Gods looked on as being beneficial
    - 2. Mesopotamia - basically similar with unique variation
        - a. Gods were to be feared

III. Contributions to Modern Civilization

- A. Egypt - isolation caused inventions usable to her civilization, but not carried to today
- B. Mesopotamia - easy access led to development of ideas and inventions that have survived to modern civilization

UNIT IV - THE MOSLEM WORLD

CODE	Upon completion of this unit students will be able to
9.32	label a map of the Moslem World, including main mountain ranges, key cities, countries, and major bodies of water.
9.33	explain that nomads do not have sufficient or dependable sources of food and water in any one place.
9.34	explain why the nomadic way of life is disappearing.
9.35	match key Islamic terms with their proper meanings.
9.36	select from a list of daily habits of people in general those things a Moslem would be prohibited from doing.
9.37	list and explain the Five Pillars of Islam.
9.38	explain why the Middle East is an important location in world trade today.
9.39	given pie charts of world oil production and supply, select the world's three largest oil producers and three largest oil consumers.
9.40	recall that the persecution of the Jews led them to want a homeland of their own.
9.41	identify Israel as a single Jewish state in the midst of many Arab states.

CONTENT OUTLINE

OVERVIEW

I. Geographic and topographic influences: no problems of barriers -- easy access routes to cultural exchange

II. Beginnings of Islam

  A. Mohammed offered social, political and economic unity to the diverse people of the Middle East

    1. Geographic influence made this easy because of no natural barriers

      a. trade routes between isolated societies fostered this exchange

      b. good port harbors in North Africa

      c. no one attempted any domination of the sea and trade routes

  C. There was no formidable opposition

    1. No existing leadership on a large scale

    2. Mohammed offered to fill this void

III. European interest

  A. Not interested in colonization

  B. Interested in trade routes

  C. When sea routes were found this area was quickly abandoned

  D. Middle East is again becoming popular because of need for oil

IV. Early in the history the Middle East had completed all requirements for civilization serving as the impetus to building empire

CONTENT

I. Middle East - Mohammed to World War II

  A. Arabian peninsula fairly isolated from the mainstream of the Middle East (isolation)

  B. Islam

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1. Mohammed consolidated many religious ideas into a religion for the masses (religion)
    a. Five Pillars of Islam
    b. Monotheism
    c. Prohibitions on eating certain foods and drinking
    d. Hegira - calendar
    e. Jihad
2. Chronology of conquest
    a. Personal vision
    b. Attempts to convert
    c. Flight from Mecca
    d. Acceptance in Medina
    e. Consolidation of the Arabian peninsula
3. After Mohammed's death
    a. Transfer of power is easy -- Mohammed was not a god (theocracy)
    b. First two caliphs willing to carry on in Mohammed's tradition
    c. Third generation leaders remove themselves from strict ideology of Mohammed and a basic split occurs
    d. Period of expansion and cultural diffusion (cultural diffusion)
        1) Battle of Tours - turning point in westward expansion
            a) Significant regarding the future advancement of Europe
            b) Moslems did not want Europe (ethnocentrism)
        2) Expansion toward India relatively easy
4. Abbasid period
    a. Cultural and scientific accomplishments

            1) No political usage
            2) No impetus for advancement
        b. Stagnation of Moslem achievement (cultural stagnation)
        c. Crusades - conflict of the two basic philosophies (cultural elimination)
        d. Middle Ages show Moslem world in a period of stagnation -- they make no attempt to spread their own influence (cultural accommodation)

C. Ottomans

    1. Trade routes changed -- water instead of land (access route)
        a. They lose the advantage of cultural exchange and financial gain
        b. Overtax their own people and bring about popular dissent
    2. 17th and 18th centuries - Ottomans very traditional
        a. No new methods and techniques
        b. End of 1800's -- small movements toward nationalism (nationalism)
    3. World War I
        a. Ottomans support the Triple Alliance
        b. People do not follow leaders
        c. After W.W.I -- establishment of new countries
    4. Middle East and Europe
        a. Influence of the British and French in cutting off Ottoman Empire from North Africa -- Suez Canal
        b. Conflict between Europe and Middle East is more pronounced
        c. 1920's - 1930's, European division and exploitation of the Middle East is a classic example of European imperialism as it is the only area in which they could exert their influence (imperialism)
        d. World War II and after
            1) importance of oil -- necessity to control these supplies
            2) modern economic base

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II. Arab-Israeli Conflict

- A. History of the Hebrews since the diaspora
  - 1. Rejection in Europe (cultural apartheid)
  - 2. Acceptance in the Middle East (cultural accommodation)
  - 3. Theodore Herzl and Zionism (nationalism)
    - a. Balfour Declaration
    - b. European acceptance of the Zionist position
  - 4. Treatment of Jews in World War II and the developing sympathy (cultural elimination)
- B. Establishment of the state of Israel (cultural apartheid)
  - 1. Disruption of Palestine
  - 2. Conflicts between 1948 and 1956 (cultural elimination)
  - 3. Palestine refugee question
  - 4. Six Day War, 1967 -- its affects and hope for the future

Generalizations Covered in the Moslem World Unit

4. Nature (geography) affects cultural development -- the entire unit is an expression of this (i.e., isolation of the Arabian peninsula, change in trade routes).

6. Cultural isolation leads to cultural stagnation -- Middle East after change in trade routes.

7. Cultural interaction leads to cultural advancement -- Moslem expansion.

8. Invention serves to make accepted ideas obsolete -- change in trade routes, modern Middle East.

10. Cultural conflict

    Merger - Mohammed unifying previously scattered peoples

    Accommodation - Moslem expansion, Jews in diaspora in the Middle East

    Apartheid - Creation of Israel, Jews in Europe in the Middle Ages

    Elimination - Arab-Israeli Wars

12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other -- two Moslem Empires, Ottoman Turks.

14. Any society unwilling or incapable of change thereby renders itself peripheral -- the Ottoman Turks.

UNIT V - AFRICA

CODE	Upon the completion of this unit students will be able to
9.42	with an outline map of the continent of Africa, locate its major topographical features and know that Africa is a continent and not a nation.
9.43	list examples of geographic barriers that kept Africans internally isolated.
9.44	know that Africa is considered to be the birthplace of man.
9.45	list the three main reasons for European interest in Africa in the 19th century.
9.46	list and explain the effect of disease, ignorance and poverty to African nations.
9.47	know that Africa is the world's largest untapped source of of natural resources.

CONTENT OUTLINE

OVERVIEW

I. Contrasting unit with the Middle East
  A. Middle East: crossroad to cultural exchange
  B. Africa: developed in isolation

II. Geographic and topographic influences -- Sub-Saharan Africa
  A. No natural harbors
  B. No natural inland waterways for good transportation
  C. Steep rise of the inland plateau -- extreme climatic conditions

III. African development

A. History of isolated areas of advancement

1. Little internal communication

2. Little external communication

B. Diversity of development

C. Uniformity of problems

D. Growth of separate and distinct empires along with continuing primitive tribes

IV. Interest in Africa

A. Man did not have advanced technology to explore Africa for many centuries -- nor a desire to do so

B. Africa did not achieve urbanization and specialization; therefore, was not ready for civilization (except in northwest and northeast)

C. Loss of the New World caused interest of Europe to shift to Africa

1. Markets and raw materials

2. Acquisition of land to maintain a European balance of power

D. Developing nationalism in the world did not escape the notice of African peoples

E. Independence of African countries was accomplished with varying degrees of success and failure

V. Africa today as an area of major economic potential and political importance

CONTENT

I. Geographic Influences

A. Coast

1. No harbors

2. Little fish

B. Plateau

C. Great Rift

D. Inland water bodies

E. Importance of barriers in African development (barriers)

II. Early Development

A. Cultural, social, religious, anthropological development of various isolated societies -- primitive because they had no overwhelming challenge to develop their resources, nor the means to do so (isolation)

B. African Empires

1. In contact with the Moslem World (cultural diffusion)

2. Little contact with Europe

a. Europeans very backward

b. No need for contact and exchange

3. Communication between African Empires was by land

4. No lure for the Africans to the coast because nothing was offered there

5. Specific Empires

a. Northwest Africa

1) Ghana

2) Mali

3) Songhai

4) Ashanti

5) Cities of Benin and Ife

b. Kush

c. Zimbabwe

6. Artistic development

- III. Exploration and Colonization
  - A. Europeans looking for new East-West trade routes begin to explore the coast of Africa (access routes)
  - B. Labor needs in Europe and the New World necessitated African slaves (note the existence of slave trade previously)
  - C. Industrial Revolution
    - 1. Other sources of raw materials for Europeans were disappearing
    - 2. Went to interior of Africa to look for resources needed
  - D. Curiosity (i.e., source of the Nile) brought Europeans
  - E. Missionary work also opened up Africa
  - F. African areas divided up between the European nations (Colonialism) (imperialism)
  - G. Desirable resources
    - 1. Transport of resources very difficult out of the interior (barriers)
    - 2. Only items which were intrinsically valuable were sought
      - a. Gold
      - b. Ivory
      - c. Diamonds
      - d. People
    - 3. Did not tend to colonize as Europeans only do so when the climate is suitable
- IV. Africa in the Twentieth Century
  - A. Sub-Saharan Africa played a small role in W.W.I and W.W.II
  - B. Beginnings of nationalism occurred at the end of W.W.II (nationalism)
    - 1. Education played a major role in both its inception and its execution
    - 2. Methods of independence preparation

a. Britain - Gradualism (assimilation and accommodation)

b. France - Assimilation (assimilation)

c. Belgium - Paternalism (apartheid)

3. Various reasons for independence

a. Economic

b. Political

c. Cultural

4. Independence had varying degrees of success and failure

C. Problems of modern Africa

1. Tribalism vs. Nationalism (nationalism)

2. Health

3. Diet

4. Education

5. Resources of each country varies in amount

V. South Africa: a cultural study of apartheid

A. A series of readings will cover this topic in detail

B. Contrast with other African nations who handled it differently

Generalizations Demonstrated in the Unit on Africa

1. Systematic techniques of discovery are used by man to determine his historical presence -- Dr. Leakey.

4. Nature affects cultural development -- entire unit.

5. Unique geographic factors foster the development of a restrictive acculturation pattern -- African cultural developments have, on the whole, been useful only to themselves.

6. Cultural isolation leads to cultural stagnation -- Africa before trade routes changed.

7. Cultural interaction leads to cultural advancement -- West African Empires, modern Africa.

10. Either cultural merger, assimilation, accomodation, apartheid or eliminiation can be the result of cultural conflict.

    Assimilation - French and British independence preparations, West Africa

    Accommodation - British independence preparation

    Apartheid - Paternalism and South Africa

    Elimination - Tribal wars

11. Development of civilization follows a predictable pattern -- failure of Africa to develop.

12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other -- modern African states.

14. Any society unwilling or incapable of change thereby renders itself peripheral -- Africa up to today.

Comparative Summation of Moslem World and Africa

I. Geographic influences leading to cultural development

   A. Middle East was geographically accessible

   B. Africa was geographically isolated

   C. These roles have been reversed

II. Development of Universal Institutions

   A. Government

      1. Middle East - political control extensive due to lack of barriers

      2. Africa - isolation caused unique and separate development

   B. Religion

      1. Middle East - religious uniformity due to accessibility

      2. Africa - isolation causes unique and separate development

C. Contributions to modern civilization

  1. Middle East - political, religious, philosophical and economic (oil)

  2. Africa - art and music -- NOTE: Africa is still developing and great potential for development still exists

III. Middle East and Africa - continuing relationship in the world community

  A. Economic power in oil rests with Middle East -- important significance in international relations

  B. Africa is an emerging area and contains great political and economic potential power

UNIT VI - INDIA

CODE	Upon completion of this unit students will be able to
9.48	locate major topographical features with an outline map of the Indian subcontinent.
9.49	demonstrate, by means of term definitions, an understanding of the fundamental philosophy of Hinduism.
9.50	explain the effects of the monsoon on Indian agriculture.
9.51	explain the part played by Great Britain in Indian history.
9.52	list three factors which create divisions among the Indian people.
9.53	explain how the caste system affects life in India today.
9.54	identify three causes of poverty in India.
9.55	explain why Gandhi rejected Western values for those of the Indian civilization.
9.56	describe the technique of non-violent protest.

CONTENT OUTLINE

OVERVIEW

I. Cultural Universals (Institutions)

  A. Government

    1. Western structure (participatory democracy); real political power resting in upper social positions (government)

  B. Religion

    1. Philosophy that gives order to a large and diversified population

      a. reinforces social structure

C. Family

1. Tied closely to religious beliefs and serves an important economic purpose

D. Economic system

1. Mixed philosophy that is structured along religious and social guidelines

II. Ethnocentrism within the Indian sub-continent

A. Religious and language barriers tend to segregate a diversified population

1. Strong provincial (i.e., religious) identity is the cause of conflict and war and national disunity

III. Spread of Indian Culture

A. Strong impact on Southeast Asia during the Moslem era in India

B. Buddhist religion achieved greatest acceptance outside the Indian government

IV. Cultural Exchange vs. Isolation

A. History of India is a constant cycle of new invaders and settlers filtering into the subcontinent

1. Beginning with the Aryans, ending with the Europeans; many diverse cultural contacts

B. External influence and exchange with the West

1. Mountain barriers isolated India from any important Eastern influences

V. Social and Cultural Conflict

A. Western influence was merged, assimilated and accommodated in varying degrees by the existing cultures of the Indian subcontinent

1. The many influences led to the development of a diverse subcontinent and nation

VI. Problems of Indian Society

- A. Disease, ignorance, poverty, religious restrictions, many languages
    - 1. Language is the biggest barrier to social, political and economic development
    - 2. Increasing population, low food supply
    - 3. Farm productivity low

CONTENT

I. Geographic Influences

- A. Himalayan Mountains serve as barriers to separate India from the rest of Asia (geographic barriers, cultural isolation)
    - 1. Define sub-continent
- B. Effect of monsoons, Deccan Plateau, river valleys and plains
    - 1. Effect of monsoons on weather (climate)
    - 2. Describe the distinct geographic features as they affect the lifestyle of the people (geographic influence)
- C. Waterways become prime transportation route from other cultures (access routes)
    - 1. Emergence of cities along the coastlines
    - 2. India did not have a great deal to offer Europeans, became a stopping point for farther trips to Asia

II. Historical Development

- A. History of conquest and reconquest; cycle of disruption and stability
    - 1. History is described as one of diversity and change (recipient of cultural diffusion)
    - 2. Dravidians built early civilization on the Indus River
    - 3. Aryans were the first outside contact
        - a. Aryan-Dravidian conflict (cultural apartheid)

1) origin of the caste system

2) beginnings of Hinduism (religion)

b. Buddhism begins a religious reform movement (religion)

1) teachings of Buddhism absorbed into Hinduism (cultural assimilation)

4. Moslem Era

a. Spread of Islam to India causes religious conflict with Hinduism (cultural conflict, cultural apartheid, cultural elimination)

5. Mongolian Invasions

a. Mongols adapt Islam as their religion (cultural assimilation)

1. Mughal Dynasties

6. European Influence - The British East India Trading Company (colonialism, imperialism)

7. Rule of the British Government

a. Reasons for British success in uniting the Indian sub-continenet

1) English brought advanced technology, western philosophy of law, education, government, common language, trade and commerce (recipient of cultural diffusion)

a) English were sowing the seeds for Indian independence

8. Mahatma Gandhi and the move to independence

a. Indian leadership educated in the West; therefore, they learn Western philosophies of government and politics

1) Indians begin to think of themselves in terms of a nation (nationalism)

b. Gandhi and the development of the philosophy of "passive resistence"

1) Trace the development of the philosophy of non-violence from early Hinduism to Henry Thoreau to Gandhi to Martin Luther King

III. Cultural Philosophy of India

A. The effect of Hinduism on modern India (religion) (ethnocentrism)

        1. Belief in reincarnation, karma, and the caste system
            a) Advantages and disadvantages of the caste system
                1) Comparative analysis to the American "social structure" (prejudice, discrimination, family)

IV. Village Life
    A. Marital patterns
    B. Family organization (family)
    C. Economic structure (economic development)

V. Governmental Structure (government)
    A. National Congress Party
    B. Parliamentary form of government
        1. Democratic principles
    C. Comparative analysis with the American political structure
        1. Advantages and disadvantages of both

Generalizations demonstrated in unit on India. Refer to the list of generalizations in the beginning.

1. Systematic techniques of discovery are used by man to determine his historical presence. Archaeological findings of the early Dravidian civilization.

4. Nature (geography) affects cultural development. The effect of the Himalayan Mountains in isolating India from Asia; the effect of the monsoons, the Deccan Plateau, and the river valleys and plains on the lifestyles of the Indian people.

5. Unique geographic factors foster the development of a restrictive acculturation pattern, i.e., absence of cultural diffusion. Development of the Hindu religious philosophy.

6. Cultural isolation leads to cultural stagnation. The early development of secular village life (provincialism). The development of a peninsular society.

7. Cultural interaction leads to cultural advancement. The influences of the Aryans, the Moslems, the Mongols and the Europeans.

9. Primitive cultures adopt the culture of the defeated but advanced culture -- the Mongol invaders adoption of the Islam religion.

10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.

    Assimilation - Mongol/Moslem contact; Hindu/Buddhist conflict; British/Indian contact

    Accommodation - British/Indian contact

    Apartheid - caste system; Aryan/Dravidian conflict; Moslem/Hindu conflict; British/Indian conflict

    Elimination - Moslem/Hindu conflict; Aryan/Dravidian conflict

11. Development of civilization follows a predictable pattern -- the Indus River civilization.

12. State and Society are inseparable; any disturbance in one will lead to a disturbance in the other. The government efforts to industrialize thereby breaking down village and family organizations. Government's attempt to change the impact of religious philosophy on the social structure, i.e., caste system.

13. Cultural superiority and technological prowess are no synonomous -- the early English-Indian contacts.

14. Any society unwilling or incapable of change thereby renders itself peripheral. Indian reluctance to change village and family patterns, the strong allegiance to a socially restrictive religious philosophy.

UNIT VII - SOUTHEAST ASIA

CODE	Upon completion of this unit the students will be able to
9.57	circle on an outline map of Southeast Asia the peninsular and insular areas.
9.58	from a list of characteristics select those that are descriptive of Southeast Asian village life.
9.59	list three crops that are grown for cash in Southeast Asia.
9.60	tell about the influence of the following groups on this region: Chinese, Arabs, Indians, Americans.

CONTENT OUTLINE

OVERVIEW

I. Cultural Universals (institutions)

A. Government

1. Various structures of government reflect the diversity of the region

2. "Nationalism" is a new concept; "Communism" is attempting to be the regional unifying factor

B. Religion

1. Religious beliefs are the manifestations of the "isolated" village and province culture

a. New beliefs are readily assimilated into the existing structure

C. Family

1. Reflects the religious beliefs and economic necessity of the society

D. Economics

1. Wealth is controlled by small percentages of the population

2. Food production always high

II. Ethnocentrism within the Southeast Asia region

A. National boundaries are meaningless in creating national identities

1. Provincialism is the key in cultural identity

2. Communism is disregarding national boundaries and exploiting village identity

III. Cultural Exchange vs. Isolation

A. Southeast Asia region greatly influenced by the Chinese, Indian and European cultures (recently, the American culture)

1. Readily adopts new cultural characteristics without sacrificing customs long held

B. Region is easily accessible thereby promoting these external influences; while topography within the region promoted the growth of isolated villages and provinces

IV. Social and Cultural Conflict

A. Merger, assimilation and accommodation accomplished quite readily in this region

V. Political and economic power concentrated in a few upper social positions

A. Communist movement, identified with nationalism, is attacking this structure

CONTENT

I. Southeast Asia is a "mosaic" of cultural groups (recipient of cultural diffusion)

II. Topography, geography and transportation are not conducive to unity

A. Geographic influence; facilitates or restricts cultural exchange (geographic barriers)

  1. Mountain ranges restrict all movement in north-south direction

    a. Facilitates Chinese movement into this region (access routes)

  2. Mountain ranges prevent contact between various tribal groups

    a. Isolated cultural development (cultural isolation)

B. Climatic conditions cause best rice growing regions in the world

  1. All needs for sustenance satisfied very easily; an abundance of food

    a. Even though the surplus of food requirement is satisfied easily, this region never develops the other requisites for development of civilization (civilization, isolation)

III. External Cultural Influences

A. Chinese influence (recipient of cultural diffusion)

  1. Most of Southeast greatly influenced by migratory Chinese

    a. Chinese influence and presence still very strong today

    b. Southeast Asian Chinese a viable economic force while still clinging strongly to Chinese cultural traditions (economic dev.)

B. Moslems

  1. Moslem influence brought by way of India (cultural diffusion, religion)

C. Colonial Period

  1. Europe colonizes reluctantly; interested only after the loss of other colonies and advent of the Industrial Revolution

    a. Types of colonialism

      1) Comparison of Dutch, English, French and U.S. (colonialism, imperialism)

D. Rise of Nationalism

  1. Nationalism is tied to individual personalities (nationalism)

a. Ho Chi Minh in Vietnam, Sukarno in Indonesia, Sihanouk in Cambodia, Aung San in Burma

2. Compare methods of independence used by various colonial powers (government)

IV. Religions of Southeast Asia

A. Original Southeast religious beliefs are the primitive animistic beliefs (religion)

B. External religious influence (cultural diffusion, religion)

1. Buddhism from India

2. Islam from India

3. Christianity from Europe

C. Southeast Asians have assimilated and merged various religions with their own primitive beliefs (cultural merger, assimilation)

V. Modern Indo-China

A. Communism is making attempts to supply the overall unifying force of the area (nationalism, government, economic development)

B. China reluctant to give up this sphere of influence

C. U.S. attempting to establish a sphere of influence

1. Internal Indo-China conflict is principally political, not economically motivated (government, economic development)

2. People of Southeast Asia are basically apolitical

a) This area used as a stage for the "great powers" to exercise control (imperialism)

Generalizations Demonstrated in the Unit on Southeast Asia

1. Systematic techniques of discovery are used by man to determine his historical presence. The archaeological discoveries at Angor Wat.

4. Nature (geography) affects cultural development. The mountain ranges that restricted movement of peoples thereby fostering isolated cultural development. Climatic factors that created an abundant food growing area.

6. Cultural isolation leads to cultural stagnation. The tribal development throughout most of Southeast Asia. The country of Laos in particular.

7. Cultural interaction leads to cultural advancement. Thailand the only example of a nation-state development early in history with a desire to contact other cultures.

10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.

Assimilation - Islam religion, Buddhist religion, Christianity

Apartheid - Chinese cultural groups, early village development

Elimination - Various early tribal conflicts

11. Development of civilization follows a predictable pattern. There was an absence of the complete pattern of this development; therefore, there was not a development of an early, unique Southeast Asian civilization.

12. State and society are inseparable, any disturbance in one will lead to a distrubance in the other. A negative example -- never any uniform society; therefore, no uniform state.

14. Any society unwilling or incapable of change thereby renders itself peripheral. All areas of Southeast Asia are peripheral due to their strong dependence on other societies.

Comparative Summation of India and Southeast Asia

I. Geographic Influences

A. India

1. Geographic barriers isolated from Asia

2. Access routes to North Central Asia and the West

3. Monsoon climate favors rice growing

B. Southeast Asia

1. Geographical barriers prevented East-West exchange

2. Access routes to China

3. Monsoon climate favors rice growing

II. Cultural Universals

   A. Government

      1. India - influence of Western democratic traditions

      2. Southeast Asia - apolitical

   B. Religion

      1. India - extremely secular

      2. Southeast Asia - adoption of a wide spectrum of philosophies

   C. Contributions to modern civilization

      1. India - Religious philosophy, language, mathematics, modern passive resistance

      2. Southeast Asia - no discernible contributions

III. Inter-relationship in the World Community

   A. India - Third World leader, striving for technological parity with the West--abundance of resources

   B. Southeast Asia - stage for big power political and military confrontation

UNIT VIII - CHINA

CODE	Upon completion of this unit students will be able to
9.61	choose facts from misconceptions from a list of ideas about China.
9.62	identify the population of China as the largest in the world.
9.63	explain that one of the important problems facing the Chinese today is feeding their huge population on the limited land they have available.
9.64	using a world map, discover that the territory of the U.S.A. and China occupy similar latitudes in the northern hemisphere and draw three appropriate conclusions from this understanding.
9.65	correctly label three main rivers of China and the locations of three major cities, the Himalaya Mountains and the Gobi Desert.
9.66	identify several natural barriers which isolated China from other cultures.
9.67	give two examples of cultural exchange between China and Europe resulting from Marco Polo's travels.
9.68	match the following 20th century leaders of China with their accomplishments and/or events in their lives: Mao Tse-tung, Sun Yat-sen, Cho En-lai, Chiang Kai-shek.
9.69	show the relationship between China's vast mineral resources and her industrial potential by listing several examples of her resources.
9.70	list the five relationships of the Confucian social system.
9.71	identify several inventions attributed to the Chinese culture.
9.72	state that 80% of the Chinese are peasant farmers who intensively cultivate the farmlands available.
9.73	demonstrate that the typical Chinese peasant lifestyle involves long hours of difficult hand labor by creating a daily diary.

CONTENT OUTLINE

OVERVIEW

I. Values
  A. Compared to U.S.A.
  B. Confucian
  C. Taoist
  D. Buddhist
  E. Maoist

II. Geographic Isolation
  A. Mountains
  B. Deserts
  C. Water Barriers
  D. Regular Coastline
  E. Climatic Variation

III. Historical Development
  A. Dynastic Era
  B. Revolutionary Period
  C. Contemporary Times

CONTENT

I. Chinese Values

  A. Compared with the U.S.A. (ethnocentrism, patriarchy, joint family)

  B. Confucian: The Chinese people were given a philosophic unification through this system of ethics.

    1. Five Relationships of Social Contacts (ethics)

    2. Civil Service Exams (government)

C. Taoist: a mystical metaphysics which appealed to the more common citizen (religion)

D. Buddhism: imported from India; balanced Confucian and Taoist extremes (religion)

E. Maoism: attempting to create a New Socialist Man society (economic development, nationalism, family)

II. Geographic Isolation

A. Mountains in north, west and south isolated the Chinese from other areas (cultural isolation)

B. Deserts such as Gobi also separated Chinese from others (cultural isolation)

C. Water barriers such as the oceans and seas further emphasized the isolation

D. Regular coastline provides few good harbors to encourage shipping (those that existed were soon taken over by Europeans) (cultural isolation)

E. Climatic variation provided even internal cultural isolation due to the limits of agricultural production

III. Historical Development

A. Dynastic Era

    1. Hwang Ho unifies people (cooperation, government, agriculture society)

    2. Political development (assimilation)

    3. Cultural development: "Middle Kingdom" thinking becomes dominent (ethnocentrism, symbolic communication, invention, cultural diffusion)

    4. European contacts (cultural interaction, apartheid, stagnation)

        a. Economic developments (imperialism)

        b. Political developments (colonialism)

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        c. "Opium War" (conflicting cultures, nationalism)

        d. Taiping Rebellion

        e. Boxer Rebellion (cultural conflict, elimination)

B. Revolutionary Period (elimination, government)

    1. Revolution of 1911 (nationalism)

        a. Sun Yat-sen (government)

        b. Yuan Shi-Kai

        c. Chiang Kai-shek

    2. Decade of the 1920's

        a. Organization of the Communist Party (economic development)

        b. Beginning of the Nationalist/Communist Civil War

    3. Decade of the 1930's

        a. Japanese Invasion; Manchukuo established (cultural conflict, elimination)

        b. 1937 Japanese attack - beginning of World War II

    4. Decade of the 1940's

        a. Chinese role in World War II

        b. Return to Chinese Civil War

C. Contemporary Time

    1. 1949 communist revolutionary success (government, economic development, new nationalism, cultural isolation)

    2. Great Leap Forward and Five Year Plans (economic development)

    3. International Relations

        a. Korea

        b. Tibet

        c. Southeast Asia

        d. United Nations

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Generalizations Demonstrated in the Unit on China

1. Systematic techniques of discovery are used by man to determine his historical presence -- Peking Man.

4. Nature (geography) affects cultural development -- natural barriers and climate.

6. Cultural isolation leads to cultural stagnation -- the whole unit.

7. Cultural interaction leads to cultural advancement -- reaction to the West.

9. Primitive cultures adopt the culture of the defeated but advanced culture -- Manchu Dynasty.

10. Either cultural merger, assimilation, accommodation, apartheid or elimination can be the result of cultural conflict.

    Assimilation - Manchu Dynasty

    Apartheid - European spheres of influence

    Elimination - Boxer Rebellion

11. Development of civilization follows a predictable pattern -- Hwang Ho influence on development.

12. State and society are inseparable, any disturbance in one will lead to a distrubance in the other. Taoism and Communism, K.M.T. and the People.

13. Cultural superiority and technological prowess are not synonomous -- Europeans and the Chinese contacts of the 1800's.

14. Any society unwilling or incapable of change thereby renders itself peripheral. The Chinese dynasties, the K.M.T. Confucian thought.

UNIT IX - JAPAN

CODE	Upon completion of this unit students will be able to
9.74	identify Japan as an archipelago and write a definition of this term.
9.75	relate two effects that geographic factors had upon population distribution in Japan.
9.76	match the following names or terms with definitions: Douglas MacArthur, kimono, typhoon, Shogun, Pearl Harbor, bonzi.
9.77	explain that Japan must export great quantities of manufactured products to balance her need for imports of food and raw materials by distinguishing between Japan's exports and imports and from a list giving examples of both.
9.78	recognize that Japan has two extremes of culture represented by urban industrialization and rural fishing/agricultural societies.
9.79	know that Shintoism is a unique Japanese religion.
9.80	recognize the extent to which the Japanese culture of today is based upon cultural borrowing as well as native creation by giving several examples of each.

CONTENT OUTLINE

OVERVIEW

I. Geography and Topography

  A. Japan's mountainous archipelago created a unique and distinctive culture

  B. Lack of arable land

  C. Irregular coastline

II. Historical Development

- A. Early inhabitants migrated from Asian mainland
- B. Major cultural impact came from China
- C. Tokugawa Shoganate brought development of unique Japanese cultural traits
- D. Japanese enter a period of isolation from the West out of fear of cultural elimination, leading them to cultural stagnation
- E. Perry introduces Japan to modern era
- F. Japanese period of imperialism follows culminating in cultural assimilation and diffusion

III. Contemporary Japan has adopted American political and economic philosophies and practices

CONTENT

I. Geography

- A. Archipelago - Japan is an island nation and should be compared with other archipelago nations, especially Great Britain
- B. Topography - the mountains limit the amount of arable land
- C. Population centers are forced to be located along the coastal regions
- D. Oceans - provide a needed food source and affect the climate due to the Japanese Current (all of the preceding bear on the concept of isolation)

II. Historical Development

- A. Shintoistic Development
  - 1. Political development based on this religion (government)
  - 2. Emperor system (government)
  - 3. Shogunate established
  - 4. Religious attitudes (religion, ethics)

B. Influence of the Chinese (cultural diffusion)

  1. Confucian ethics (ethics)

  2. Buddhism (religion)

  3. Writing (symbolic communication)

C. Feudalistic Period - class society develops (economic development, task specialism)

D. Period of Isolation (cultural stagnation, isolation)

  1. Initiated by Christian Missionary Conversion Success

  2. This isolation fostered cultural stagnation in Japan

E. Commodore Perry and the West (cultural interaction and diffusion)

  1. Political effects of Perry visit led to Meiji Constitution (government)

  2. International Involvements (based on have/have not concept)

    a. Economic development (cultural diffusion)

    b. Sino-Japanese War, 1894-95

    c. Russo-Japanese War, 1904-05

    d. Japan in World War I

    e. Economic effects of 1929 Depression on Japanese economy

    f. Manchurian Incident and invasion of China Proper, 1937

    g. Japan and World War II (elimination)

      1) Pearl Harbor

      2) Hiroshima and Nagasaki

III. Contemporary Japan

A. Political Changes - democratic constitution

B. Economic Growth - Japan is an economic "Miracle in Asia" (cultural assimilation)

Generalizations Demonstrated in the Unit on Japan

4. Nature (geography) affects cultural development -- Japan's sea orientation.

5. Unique geographic factors fosters the development of a restrictive acculturation pattern -- the development of Japanese culture.

6. Cultural isolation leads to cultural stagnation -- isolation after intial contact with Christian missionaries.

7. Cultural interaction leads to cultural advancement -- contact with China and contact with the West.

8. Invention serves to make accepted ideas obsolete -- post-World War II Japan.

10. Either cultural merger, assimilation, accomodation, apartheid or elimination can be the result of cultural conflict.

    Assimilation - Chinese influence, Western influence after World War II

    Elimination - Twentieth century military efforts

12. State and society are inseparable, any disturbance in one will lead to a disturbance in the other -- development of isolation, overthrow of the Shogunate.

13. Cultural superiority and technological prowess are not synonomous -- Commodore Perry's contact.

14. Any society unwilling or incapable of change thereby renders itself peripheral. Japan is the antithesis of this point.

Comparative Summation of China and Japan Units

I. Geographic Influences

   A. Both China and Japan were isolated geographically and therefore developed unique cultures. Both cultures are attempting to revise some of the adverse effects of this isolation.

   B. While China has grudgingly accepted the West's technological superiority, hindering her growth, Japan has readily accepted the demonstrable technological superiority of the West and has thus fostered her own technology.

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II. Development of Universal Institutions

- A. Government
  - 1. China - weak central government dependent upon the Warlords in local areas -- this was due to size of population and geography
  - 2. Japan - political unity enforced by the military
- B. Religion
  - 1. China - Confucian ethics balanced Taoist spiritualism
  - 2. Japan - Shinto provides cultural unity
- C. Contributions to Modern Civilization
  - 1. China - ethical codes, governmental organization, science and art
  - 2. Japan - economic developments

III. Continuing Relationship in World Community

- A. China's size and resources make her extremely important to all future international consideration
- B. The industrial development in Japan is setting the trend for others to emulate

THE
WESTERN WORLD

1946
19 17
1863
1776
1492
1066

TENTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEGEMENTS

The content outline and objectives contained in this guide for units I - IX were prepared by Dr. Robert Spadoni. Unit X was prepared by Mr. Henry Roberts.

The objectives were critiqued by Mr. Benjamin Chappell and Mr. David Hyman.

Other teachers of this course who contributed suggestions for improvement are Mr. Jonathan Swope, Mr. John Nichols and Mr. Michael Payton.

PREFACE

This course is the second in a two course sequence entitled *World Cultures*. The ninth grade course is entitled *Cultures of the Non-Western World*, while the tenth grade course is entitled *Cultures of the Western World*.

Common to the organization of both courses is a conceptual framework drawn from cultural anthropology and geography. Both courses examine a culture region from a chronological point of view.

Students are encouraged to see the many cultural adaptations man has made in a variety of habitats. Cultural universals are stressed. A central goal is to reduce enthocentricity through an appreciation of man's common experiences throughout the world.

This course focuses on the European Culture Region, the birthplace of Western Civilization. Western culture history is presented in chronological sequence from Minoan Civilization to the post-World War II Era.

The last two units on German nationalism and the World Wars provide background for the units in the eleventh grade American history course on World Wars I and II. Also the study of geography begun in the elementary school and continued at the middle school is extended and reinforced through the study of world cultures.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 -	American Neighbors
Grade 7 -	Geography
Grade 8 -	American History

High School

Grade 9 -	Cultures of the Non-Western World
Grade 10 -	Cultures of the Western World
Grade 11 -	American History
Grade 12 -	Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
    A. American Neighbors - Grade 6
        1. Latin America
        2. Canada
    B. Non-Western World - Grade 9
        1. Africa and the Middle East
        2. China and Japan
        3. India and S.E. Asia
    C. Western World - Grade 10
        1. Europe
        2. U.S.S.R.
II. American Studies
    A. American history - Grade 8
        1. Beginnings to 1877
    B. American history - Grade 11
        1. 1877 to the present

II. American Studies (cont'd)

    C. Government and Economics - Grade 12

        1. Local, state and national government

        2. American economic system

III. Geographic Studies

    A. Geography - Grade 7

        1. Semester devoted to basic concepts

        2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff
Supervisor of Social Science, K-12

TENTH GRADE CULTURES OF THE WESTERN WORLD

Time Allotments for Units

First Semester

Unit I - Introduction to the Course - 1 week

Unit II - Ancient Greece - 4 weeks

Unit III - Ancient Rome - 4 weeks

Unit IV - The Middle Ages - 5 weeks

Unit V - Renaissance & Reformation - 4 weeks

Second Semester

Unit VI - Great Britain - 5 weeks

Unit VII - France - 4 weeks

Unit VIII - The U.S.S.R. - 5 weeks

Unit IX - Nationalism and the Unification of Germany - 2 weeks

Unit X - The World Wars - 2 weeks

UNIT I - INTRODUCTION

CODE Upon the completion of this unit students will be able to:

10.1 provide a synthesized, working definition of the term culture as it is used in an anthropological context.

10.2 define and provide examples for key terms associated with the concept of culture.

10.3 explain the difference between the concepts of culture, region, and continent.

10.4 explain why Europe, geographically, does not qualify as a continent.

10.5 locate the major landform types of the European Culture Region.

10.6 list the dominant climate types of the European Culture Region and locate them.

CONTENT OUTLINE

I. Culture: Non-Anthropological Definitions

  A. Use in Biology
  B. References to Individuals with Knowledge of Literature, Art, and Music

II. Culture: Anthropological Perspectives

  A. Sir E. B. Tylor
    1. complex whole
    2. knowledge, beliefs, art, morals, laws
  B. Ralph Linton
    1. transfer process
    2. flow from older to younger members of society
  C. Leslie White
    1. humanness and the ability to "symbol"
    2. use of language as primary ability of man to symbol

D. Synthesized Definition
   1. complex whole of learned behavior
   2. passed from older to younger members of society
   3. transfer of traits (learned behavior) accomplished primarily by the use of language

E. Axiom: Culture stands as unique to the human being. That is, culture makes one human.

III. Cultural Diversity and Diffusion

A. Man's "Infinite Variety" Results from Culture
B. Biological Man
   1. same throughout the globe
   2. superficial, exterior differences
C. Cultural Diffusion
   1. movement of trait outward from point of origin
   2. dominance (spatially) of European traits (note languages as example)

IV. Key Terms

A. Enculturation - process of learning the basics of a culture
B. Socialization - process of learning how to interact with others of a culture
C. Material Culture - those traits that are tangible
D. Non-Material Culture - those traits that are non-tangible
E. Acculturation - technologically dominant society manipulating a less dominant culture (destruction of a culture's uniquenesses)

V. Europe as a Continent

A. Continent Considered a Huge Landmass Projecting an Image of Isolation and Uniqueness (Africa versus Asia, e.g.)
B. Europe, Physically, as a Western Appendage of Eurasia (Identification of Term)
C. Europe's Boundaries not Well Defined Physically or Culturally
D. Ethnocentrism and Identification of Europe as a Continent
E. Appropriateness of Term "Culture Region"

VI. Physical Geography Influencing Europe

A. Peninsular Europe-Marine Influence
B. Mountains - Major Locations
   1. directional orientation
   2. boundaries or helps to intraregion communication

C. Plains - Major Locations
   1. boundaries or helps to intraregion communication
   2. construction - transportation

VII. Climates Influencing Europe

A. Marine West Coast
   1. location
   2. characteristics

B. Mediterranean
   1. location
   2. characteristics

C. Continental
   1. location
   2. characteristics

D. Moderate Tone of Europe's Climates
   1. density of settlement combined with landform benefits
   2. marine influence combined with proximity to sea and diffusion of culture to other global locations

UNIT II - ANCIENT GREECE

CODE Upon the completion of this unit students will be able to:

10.7 list the main characteristics of a civilization.

10.8 explain the importance of the Aegean civilization to the development of Hellenic civilization.

10.9 define the term Hellenic civilization.

10.10 define the term migration and note reasons for migrations.

10.11 list the three major beliefs held by the Greeks.

10.12 define the term city-state (polis).

10.13 differentiate between the two principal forms of democracy, their advantages and disadvantages.

10.14 differentiate between democracy and totalitarianism as exemplified by Athens and Sparta.

10.15 identify at least two Greek (Athenian) contributions in each of the following fields: sculpture, architecture, drama, history, philosophy, and sciences.

10.16 compare the lives of the Ancient Greeks with their own.

10.17 list some of the characteristics that identify a great leader using Alexander as a case study.

CONTENT OUTLINE

I. Civilization - Its Characteristics

  A. Written Language
  B. Specialization in Occupation
  C. High Population Density Settlement Pattern

II. The Aegean Civilization - Geographic Overview

- A. Center on Crete (Location)
- B. Proximity to Egypt, Anatolia, and Eastern Mediterranean (Chances for Transaction Flows)
- C. Ruggedness (extension of Balkan Mountains)
- D. Few Natural Resources - Seafaring people

III. Characteristics of the Aegean Civilization

- A. Physically Akin to "Dark Whites" of Asia Minor
- B. Grew Up Concurrently with Egyptian (Influences?)
- C. Cretan Centers
  - 1. Knossos
  - 2. Phaestus
- D. City Planning
- E. Trade
- F. Art, Entertainment

IV. Documentation for Aegean Civilization

- A. Iliad and Odyssey of Homer (circa 850 B.C.)
- B. Heinrich Schliemann (1870)
  - 1. unearthed Troy
  - 2. unearthed Tiryns
  - 3. unearthed Mycenae
- C. Sir Arthur Evans (1900) - Knossos

V. Significance

- A. Absence of Natural Resources Does Not Necessarily Hinder Development and Propsperity (Comparison with Switzerland)
- B. Proximity of Aegean civilization to location of Hellenic civilization's development - Acculturation.

VI. Identifying the Term Greek

- A. Greek
  - 1. derived from Romans
  - 2. Greci but one small tribe encountered by Romans but applied to all
- B. Hellenes
  - 1. term used to identify a Greek
  - 2. Hellas - alternate name for Greece
  - 3. in Greek mythology the ancestor of the Greeks was Hellen
- C. Tribes From the North (Indo-European)
  - 1. spoke Greek
  - 2. Ionians
  - 3. Achaeans
  - 4. Dorians

VII. Achaeans

- A. Advance Guard
- B. Mycenae Established 2000 B.C.
- C. Conquered Crete in 1450 B.C.
- D. After 1184 Dominated Circum-Aegean

VIII. Dorians

- A. Invasion in 1100 B.C.
- B. Destroyed Mycenae
- C. Onset of Greece's "Dark Age"

IX. Other Greek Tribes Settled in the Lower Balkan Penisula

- A. Aegean - Achaean Advancement Helped Advance Greek Civilization
  - 1. seafaring - trading
  - 2. colonies
- B. Greek Colonies - Functions
  - 1. markets
  - 2. raw materials
  - 3. population distribution
  - 4. strategic

X. Three Essential Beliefs Held by Greeks

- A. Man's Worth
- B. Natural Law - Fate
- C. Man's Ability to Discover Natural Laws

XI. Definition of City-State

- A. Nation - Group of Individuals with a Recognized Cultural Unity.
- B. State - Sovereign Political Entity
- C. Nation - State - Cultural Group with its Cultural Unity Protected by the Armor of a Sovereign Unit
- D. City - State - Sovereign Political Unit with a Territorial Limit Consisting of a City and perhaps its Environs
- E. Polis - Greek for City-State
- F. Current City-States
  - 1. Singapore
  - 2. Vatican City

XII. The Greek City-State

- A. Political Organization of Greeks
- B. Loyalty to City-State by Citizen
- C. Nationalistic Pride Associated with City-State

XIII. Athens' Development as a City State

- A. 1200-800 B.C. Ruled by a King with Aristocratic Council
- B. 800-620 B.C. Council of Aristocrats Headed by Archons Entrench Themselves in Power
- C. Non-Aristocratic Citizens Reject Arbitrary Laws of Aristocracy
  - 1. Draco - an Archon
  - 2. Code of Laws
- D. 620-594 B.C. Class War
  - 1. Solon
  - 2. Series of Reforms
    - a. debt slavery
    - b. limit on amount of land owned
    - c. economic reforms

XIV. Absolutism Turns to Democracy

- A. Peisistratus and His Coup D'Etat
- B. Son Followed - Poor Ruler
- C. Cleisthenes' Assumption of Power
  - 1. "Father of Athenian Democracy"
  - 2. Assembly opened to every free white male citizen
  - 3. operated a pure democracy
  - 4. structure
    - a. Assembly
    - b. Stragegi
    - c. Council of 500
    - d. Courts (large juries)

XV. The Types of Democracy

- A. Direct or Pure
- B. Indirect or Representative
- C. Examples in Contemporary Society

XVI. Limitations of the Athenian (Pure) Democracy

- A. Officers of Government Selected by Lot not Necessarily the Best Qualified
- B. Demogogues Mislead the Unintelligent or Unknowning Voter
- C. Government Restrictions on Citizenship

XVII. Persian Empire (totalitarian) Versus Athenian (Democracy) City-State

- A. 500 B.C. Emperior Darius
    - 1. stopped all resistance in Asia Minor by Hellenic Peoples
    - 2. intervention by Athens on Greek side
    - 3. Darius ordered Athens and other Greek city-states to submit to his will
    - 4. Athens refused
    - 5. Persian declaration of war on Greeks
- B. 490 B.C.: The Battle of Marathon--Significance
- C. 480 B.C. Xerxes' Invasion
- D. Overall Greek Victory--Democracy Over Totalitarianism
    - 1. inherent strength of a democratic system and individual will
    - 2. legacy of Western civilization

XVIII. Golden Age -- Definition

- A. Culture's Height
- B. Art, Literature, Music, Science
- C. Advancement

XIX. Pericles' Contributions

- A. Leadership During Golden Age
- B. Believed in "Whole Man" Concept
- C. Member of Strategi
- D. Subsidized artists

XX. Greek Fine Art

- A. Sculpture
    - 1. emphasized man himself
    - 2. ideal of the human form
    - 3. Myron - "Discus Thrower"
    - 4. Praxiteles -- "Hermes and the Infant Dionysus"
        - a. Acropolis
        - b. Parthenon
        - c. Statue of Athena
- B. Drama
    - 1. used by Pericles to educate Greek on ideals of whole man
    - 2. Aeschylus
        - a. Father of Greek Tragedy
        - b. *Agememmnon*
    - 3. Sophocles
        - a. Theban Plays
        - b. *Antigone*
    - 4. Euripides -- *Trojan Women*

XXI. History

- A. Herodotus
    - 1. traveler
    - 2. description of Persians

- B. Thucydides
    1. wars between Sparta and Athens
    2. objectivity

XXII. Philosophy

- A. Definition--"Love of Wisdom or Knowledge"
- B. Socrates
    1. Socratic Method
    2. great teacher
- C. Plato
    1. Socrates' student
    2. Dialogues
    3. ideal state
- D. Aristotle
    1. Plato's student
    2. greatest intellect of all time
    3. collector of knowledge

XXIII. Science

- A. Hippocrates
    1. Father of Medicine
    2. sickness caused by body's malfunction
    3. Hippocratic Oath
- B. Herophilus
    1. nerve-brain connection
    2. blood pumped through heart
- C. Eratosthenes--Earth's Circumference
- D. Euclid--Geometry
- E. Archimedes
    1. lever
    2. specific gravity

XXIV. Greek Mental Orientation

- A. Cultivation of the Individual
- B. Not Development of Comfort
- C. Not Concerned with Making Money
- D. House Highly Uncomfortable

XXV. Greek Education

- A. Whole Man
- B. Physical Man
- C. Mental Man

XXVI. Religion

- A. Please Gods-Receive Favors
- B. Gods Like Humans
    1. Mt. Olympus
    2. Zeus, Athena, Apollo

XXVII. Religious Festivals

- A. Olympic Games
  - 1. 776 B.C.
  - 2. olive branches
- B. Poetry Contests

XXVIII. Beliefs

- A. Signs and Oracles
- B. Divination
- C. Oracle of Apollo at Delphi
- D. Fate
- E. After Life
  - 1. Hades
  - 2. Elysian Fields

XXIX. Setting of the Macedonians

- A. Northern Hellenic People
- B. Rugged Land
- C. 359 B.C. Philip as King of Macedonia
  - 1. Aristotle
    - a. friend
    - b. government adviser
    - c. tutor of Alexander
  - 2. Life Goals
    - a. strong national army
    - b. conquest of Greece
    - c. conquest of Persia

XXX. Pan-Hellenism

- A. Unification of All Greek Peoples Under Macedonia
- B. Philip's Lack of a Great Navy

XXXI. Olympias

- A. Wife of Philip
- B. Epiran-Superstitious, Jealous

XXXII. Take-Over by Alexander

- A. Philip Assassinated (336 B.C.)
- B. Olympia's Role
- C. Son Alexander Took Over
- D. Established Hegemony Over Greece
- E. Conquered Persia

XXXIII. Policy of Conquest

- A. Adoption of Persian Customs and Dress
- B. No Tribute
- C. Vanity
- D. Died at 33 Years of Age

XXXIV. Significance

A. Hellenistic Culture
B. Centralized Government Over Much of Western Civilization
C. Efficiency
D. Greatness?

UNIT III - ANCIENT ROME

CODE	Upon the completion of this unit students will be able to:
10.18	compare some of the institutions of Roman civilization with their own.
10.19	identify the term "Roman Imperialism."
10.20	trace Julius Caesar's rise to power.
10.21	explain the reasons for Caesar's being assassinated.
10.22	identify the term Romance Languages and be able to name them.
10.23	identify the importance of Roman Law to American Law.
10.24	explain the relationship between citizen apathy and Rome's weakness.
10.25	differentiate between the Western Roman Empire and Byzantium (Eastern Roman Empire).

CONTENT OUTLINE

I. The Early Beginnings

- A. First Inhabitants
    - 1. crude (technologically) primitives
    - 2. only archaeological documentation
- B. 2000 B.C. Indo-European Peoples Migrate to Italian Peninsula
    - 1. Italian tribes
    - 2. Latins settled around Tiber River Valley
- C. *Aeneid* by Vergil--Rome's Early Story
- D. Orientation to Western Mediterranean

II. Establishment of Rome as a City-State

- A. No Real Documentation--Legends (Romulus and Remus)
- B. 753 B.C.
    - 1. Romulus (name for Rome) king
    - 2. between 800-700 B.C. Rome's seven hills unite to form one city

C. Rome's Growth
   1. line of least resistance north-south in Italian Peninsula
   2. Tiber R. - Arno R. axis.

III. Etruscans

A. 900 B.C. Etruscans (Asia Minor) Conquer Northern Italian Peninsula
B. Advanced Technologically
   1. warfare techniques
   2. construction techniques
C. Dominated Italian Tribes
D. 509 B.C. --Roman Republic Founded
   1. 509-31 B.C. = Empire

IV. Roman Social Classes

A. Patricians
   1. rich land owners
   2. descendants of founders
   3. held positions in Senate--key lawmaking body of Rome
B. Plebians
   1. lower class
   2. no social mobility (define)
   3. no intermarriage with patricians
   4. subject to slavery for debt
C. Plebian Grievances
   1. confrontations with particians
   2. needed for military
   3. threat of military strike
   4. used strike to gain tribunes
      a. guarded interests of plebians
      b. used 'Veto'
   5. 449 B.C. first written code of laws

V. Rome's Democracy?

A. Republic--Definition
B. Key Decisions Made Only by Patricians
C. "Aristocratic Republic" (definition)

VI. Roman Conquests

A. 290 B.C. Samnites Defeated
B. 265 B.C. Rome in Control of Italian Peninsula
C. Sicily in Control of Carthage
D. Confrontation Zone Between Two Strong Powers

VII. Carthage: Background

A. Former Phoenician Colony of Tyre
B. Sea Power
C. Imperialistic (Definition) - Minded

VIII. The Punic Wars

- A. First -- 264-141 B.C.
    1. Sicily won by Rome
    2. Carthage pays indemnity to Rome
    3. Carthage loses navy
    4. sea battles (corvus)
    5. Rome's confidence building

- B. Second--218-201 B.C.
    1. Hannibal
    2. Scipio
    3. Hispania won by Rome
- C. Third--149 B.C. - 146 B.C.
    1. role of Cato
    2. complete destruction of Carthage
    3. unquestioned supremacy of Rome

IX. Rome's Imperialism

- A. City-State Developing Taste for Conquest and Imperialism.
- B. Rome's Army
    1. highly disciplined
    2. organization of legions
- C. Principles of Colonization
    1. Roman citizenship
    2. control of "provinces"

X. Carthage's Defeat: Roman Discontent

- A. Rome's Soldiers
    1. citizens
    2. Farmers-small landowners
- B. Plebians Lose Land
    1. unpaid taxes
    2. off fighting Punic Wars
- C. Slaves from Conquered Lands Employed in All Areas of Economy
- D. Socio-Economic Discontent
    1. unemployment
    2. city mobs
    3. loss of dignity

XI. Gracchi Reforms

- A. Tiberius Gracchus
    1. patrician
    2. tribune
    3. sought land reform (define)
    4. murdered

B. Gaius
  1. brother of Tiberius
  2. pressed for brother's programs
  3. had slave kill him when patricians pressed for his assassination
C. Absence of Land Reform
  1. class division
  2. instability in Roman society

XII. Marius and Sulla: The Civil War

A. Gaius Marius
  1. rich plebian
  2. personal army
  3. sought control of Rome
  4. successful only shortly in 87 B.C.
B. Sulla
  1. Roman general
  2. champion of Senate (patricians)
  3. defeated Marius and followers
  4. became dictator (emergency condition)
C. Roman Society
  1. instability
  2. masses and mobs fed by dole (explain)

XIII. Caesar--Popular Patrician

A. 60 B.C. First Triumverate
  1. Pompey-general
  2. Crassus-wealthy
  3. Caesar-popular with the masses
B. Consulship Rotation
  1. definition of consul
  2. reason for rotation
C. Caesar as Proconsul of Gaul
  1. military conquest through tactical genius
  2. disciplined, loyal provincial army
  3. diffusion of stories of conquest via Commentaries
D. Resentment of Pompey and Crassus
  1. Caesar ordered back to Rome (without army)
  2. crossed Rubicon (significance)
  3. took over government
  4. expanded regions of conquest to Syria, North Africa, and Hispania.

XIV. Caesar as Dictator

A. Key Reforms
  1. land reform
  2. public works
  3. extension of Roman citizenship to provinces
  4. extension of representation of provinces in Rome's government
B. Caesar's Dictatorship Creates Stable Atmosphere

XV. Caesar's Assassination

- A. Patricians (Senatorial Class)
  - 1. hated concept of dictatorship
  - 2. fear of Caesar's power even with societal stability
- B. Conspiracy (define)
  - 1. assassination of Caesar
  - 2. Ides of March (March 15, 44 B.C.)
- C. Caesar's Death: Results
  - 1. civil war between Senatorial Class and Caesar's followers
  - 2. role of Octavian and Mark Anthony

XVI. Octavian versus Anthony

- A. Octavian
  - 1. grand-nephew of Caesar, became adopted son
  - 2. intelligent, ambitious
- B. Anthony
  - 1. friend of Caesar
  - 2. Caesar's general
  - 3. married Octavian's sister
- C. Division of Empire
  - 1. Second Triumverate
  - 2. Octavian--Western Empire
  - 3. Anthony--Eastern Empire
- D. Anthony and Cleopatra
  - 1. division between two ambitious political personalities
  - 2. Anthony divorces Octavian's sister
- E. Confrontation at Actium (31 B.C.)

XVII. Octavian's Rules

- A. Absolute Power (Disguised) After Defeat of Anthony
- B. "First Citizen" (Actually First Emperor)
- C. Took Title Augustus ("Honored One")
- D. True Power
  - 1. Augustus' hands
  - 2. not wished to be viewed as a dictator or emperor
- E. Accomplishments
  - 1. Limited extent of Empire's boundaries
  - 2. establishment of provincial forces
  - 3. roads, public works
  - 4. paid civil service
  - 5. beginning of Roman Peace and Golden Age

XVIII. Mental Orientation

- A. Imperialistic
- B. Great Borrowers of Other Cultures' characteristics
- C. Pragmatic People (Define)
  - 1. functional uses
  - 2. mental abstractions borrowed from Greeks (Roman teachers)

XIX. The Latin Language

- A. Language of Latin Tribe
- B. Basis of Five Modern Languages
  - 1. Romanian
  - 2. Italian
  - 3. Spanish
  - 4. French
  - 5. Portuguese

XX. Roman Law

- A. 449 B.C. -- Twelve Bronze Tablets
- B. *Jus Gentium*; *Jus Naturale*
- C. Justinian Code
- D. U. S. Law
  - 1. Roman Law
  - 2. English Common Law

XXI. Religion

- A. Similar to Greeks
- B. Family
  - 1. Patriarchal (define)
  - 2. role of slaves

XXII. Greatness of a World Power

- A. Military Prowess
- B. Economic Dominance
- C. Global Respect
- D. Pride and Contributions of Citizens
  - 1. participation of citizenry
  - 2. citizen apathy (define)

XXIII. Overview of Rome's Decline

- A. Internal Weaknesses
  - B. Invasions by Militaristic Tribes

XXIV. Specific Causes of Decline

- A. One Man Rule
  - 1. Selfishness and political impotency of Emperor

2. apathy of citizens
    a. dependence on provinces
    b. absence of significant taxation in Rome proper
    c. absence of citizen responsibility for government

B. Disease, Corruption

C. Need for Troops to Maintain Internal Stability

XXV. Invasion of Barbarians

A. Definition of Barbarian (Roman Perception)

B. Tribes
1. Huns
2. Visigoths
3. Vandals
4. Ostrogoths

C. Replacement of Romulus Augustulus 476 A.D.
1. last legal Roman Emperor
2. benchmark for fall of Rome in the West

XXVI. Fall of Eastern Roman Empire

A. Emperor Constantine
1. early 300's A.D.
2. legalized Christianity
3. moved capital to Constantinople

B. Rome Survives in the East

C. Constantinople as "Second Rome"

D. 1453 Conquest of Byzantium (Eastern Roman Empire) by Ottoman Turks

UNIT IV - MIDDLE AGES

CODE	Upon the completion of this unit students will be able to:
10,26	locate the Middle Ages as a chronological period on a time line of Western civilization's history.
10,27	list at least three major characteristics (general) of the Middle Ages as a period,
10,28	list two contributions of Charlemagne to the civilization of Medieval Europe that would identify him as an anomaly of his time period,
10.29	define the term feudalism.
10.30	explain the lord-vassal relationship of feudalism.
10.31	list and explain the procedure involved in becoming a knight.
10.32	describe the social structure and function of a Medieval Manor.
10.33	define the terms pilgrimage, crusade, and Holy Land.
10.34	identify the causes of the Crusades.
10.35	detail the major events of the First Crusade.
10.36	explain the major psychological-economic impacts of the Crusades on Medieval Man's life.
10.37	explain why the development of towns and trade weakened feudalism.
10.38	differentiate between the Romanesque and Gothic architectural styles.

CONTENT OUTLINE

I. Middle Ages--Alternate Terms

  A. Medieval Period
  B. Age of Faith (Particularly Expressive of Cultural Personality)

II. Time Perspective on the Middle Ages

  A. Fall of Rome to Beginning of the Renaissance

B. Roughly 500-1500 (Varies According to European Location)
C. Identification of Term "Dark Ages"

III. Major Characteristics

A. Insecurity
B. Church Dominance
C. Small States (Micro or Mini-States)
D. Conflict--Power Struggles
E. Feudalism
F. Manorialism
G. Church-State Confrontations (Later Middle Ages)

IV. Church Dominance

A. Man's Search for Security
  1. physical
  2. psychological-spiritual
B. Church Provides This Stability
C. Dominated Institutions of Man
  1. economy--owned 1/3 land of Western Europe
  2. family--marriage
  3. government--literacy and secular lords' advisors
  4. education--clergy represented most of Europe's educated men
D. Church's Power Limitation--Military Protection

V. Church--Franks Coordinate Efforts to Control Western Europe

A. Franks--Germanic Barbarian Tribe
B. Clovis--Dynamic Leader
  1. ordered his people's conversion to Christianity (Catholicism)
  2. gained sanction of Pope to conquer other barbarian tribes
  3. established control over the Frankish Kingdom
    a. name given to France
    b. included speakers of German, Italian, and French principally
  4. supplied protection to Church for:
    a. money
    b. administrative help
    c. Psychological support
C. Established Merovingian Dynasty (Definition)

VI. Anomaly

A. Definition
B. Examples

VII. Merovingian Incompetence

- A. Merovingian Kings' Responsibility Given to "Mayors of the Palace"
- B. Carolingians Gained "Mayor of Palace" Office (E.G. Charles Martel)
- C. Merovingians Became "Do-Nothing Kings"
- D. 751 Pepin the Short (Mayor of the Palace) Ousts Last Merovingian King
- E. Carolingians Rule Frankland
- F. Charlemagne Follows Pepin (Father) as King

VIII. Charlemagne's Accomplishments

- A. Centralization of Power in His Hands
  - 1. inspections
  - 2. missi dominici
- B. Devoutly Christian
  - 1. insited on conversion of conquered peoples
  - 2. trouble with Saxons
- C. Roads, Churches Built
- D. Emphasis on Education
  - 1. palace school at Aachen
  - 2. Alcuin
- E. Protection of Popes
  - 1. Adrian I
  - 2. Leo III
- F. Ruled Ethnically-Diverse Kingdom

IX. Fall of Charlemagne's Empire

- A. Charlemagne's Death
- B. Inability of Successors to Maintain Control Cultural Diverse Empire
- C. 843 Treaty of Verdun
  - 1. German-Speaking Political Unit
  - 2. French-Speaking Political Unit
  - 3. Zone of Mixed Culture (Shatter Belt)
  - 4. Relationship to Modern Map of Europe

X. Feudalism's Structure

- A. Definition-Political Arrangement Ordering Lives of Medieval Man
  - 1. need for security
  - 2. need for protection
- B. Structure
  - 1. lord--protection
  - 2. vassal-obligations
- C. Contract
  - 1. homage
  - 2. fealty
  - 3. investiture

D. Loyalty of Vassals
1. only to immediate lord
2. not necessarily loyalty to a centralized lord
3. maintenance of small states because of system

XI. Medieval Knighthood

A. Warrior Class of Period
B. Occupation Reflective of Level of Conflict of the Middle Ages
C. Procedure for Becoming a Knight
1. page
2. squire
3. knight
4. accolade
D. Role of Knight
1. fighting
2. jousting (reason for)
3. chivalry

XII. The Medieval Manor

A. Basic Economic Unit of Medieval Europe
B. Social Structure
1. lord and family
2. peasants (perhaps)
3. serfs
C. Subsistence Agriculture Mainly
1. land economy
2. Medieval fair

XIII. Defining the Term Pilgrim

A. One who travels to a shrine or holy place as a devotee
B. Reasons for going on pilgrimages
1. Rome-Church leadership
2. Holy Land--foundations of Church
3. Demonstrate Faith and Help Achieve salvation
C. Dangers of making pilgrimages

XIV. The Turks Conquer the Holy Land

A. Seljuk Turks Invade from the East-Followers of Islam
B. Take Over the Holy Land in the 11th Cen.
C. Sacred Ground of Christians in Infidel Hands
D. Stories of Molestation of Christian Pilgrims

XV. Religious Fervor Surfaces in Western Europe

A. Alexis, Byzantine Emperor Requests Help from Roman Pope

B. Pope Urban II -- 1095
1. notes method of unifying all Christians moving them away from petty conflicts
2. sees means of bolstering Church's sagging image
C. Council of Clermont
1. speech
2. "God wills it!"
D. Purveyors of the Crusading Spirit
1. Peter the Hermit
2. Walter the Penniless
E. Encouragement to "Take Up the Cross"
1. intrinsic motivation--do God's will
2. new land to conquer and control
3. riches-personal gain and glory

XVI. The First Crusade - 1096

A. Reached Holy Land After Great Suffering
B. Took Jerusalem After Great Slaughter
C. Christians Controlled Narrow Strip of Holy Land for 88 years Thereafter
D. Only Really Militarily Successful Crusade

XVII. Psychological-Economic Impacts of Crusades

A. Common Bond-Common Enemy-But Temporary
B. Broke Down Feudalism
1. peasants/serfs in troop ranks
2. lords on Crusades left land behind to lords not on them (states grew larger)
C. New Products
1. silks and spices
2. new tastes
3. new demands
D. Stimulation of Trade and Town Development

XVIII. Condition in Europe After Crusades

A. Luxury Goods Now Known and Demanded
B. Demand Fosters Building of Roads and Growth of Towns
C. Function of Towns

XIX. Dominance of Italian City-States in Post-Crusade Economics

A. Roman Heritage
1. abundance of towns
2. abundance of roads
B. Center of Papal Authority
1. cultural focus
2. flow of gold and silver
C. Embarkation Point for Transport to Holy Land
D. Preeminence of Venice and Genoa

XX, The Charter as a Binding Contract in a Town's Existence

- A. Towns on Lords' Land But Had Free Population
- B. Restrictions on Free Population
  - 1. lord's court
  - 2. lord's taxes
- C. Lord Grants Charter
  - 1. contract
  - 2. townsmen's rights for money

XXI. Rise of the Burgher Class

- A. Wealthy, Non-Nobles
- B. Trade and Manufacturing Occupations
- C. Called Bourgeoisie
- D. Threat to Established Nobility

XXII. Cathedrals

- A. Bishop's Church
- B. Honor God
- C. Contributions to Building
  - 1. money
  - 2. labor
- D. Romanesque
  - 1. heavy lines
  - 2. monolithic structure
- E. Gothic
  - 1. graceful, delicate lines
  - 2. decorative

XXIII. Universities

- A. Most Education the Domain of the Church
- B. Teachers--Clergy
- C. Focus--Theology
- D. Universities Supported by Church Funding and Run by Religious Orders

XXIV. Scholasticism

- A. Late Middle Ages Type of Academic Analysis of Church Doctrines
- B. Tripartite Format
  - 1. philosophy (logic)
  - 2. theology
  - 3. systematic reasoning (if, then)
- C. Peter Abelard
  - 1. *Sic et Non*
  - 2. contradictions in Church Doctrine when logic applied
  - 3. reader draws own conclusions
- D. St. Thomas Acquinas
  - 1. defender of the Church
  - 2. attempted to reconcile the truth of reason with the truth of revelation

UNIT V - RENAISSANCE AND REFORMATION

CODE	Upon the completion of this unit students will be able to:
10.39	provide a complete definition of the term Renaissance.
10.40	define the term humanism.
10.41	identify at least one major accomplishment of key personalities of the period.
10.42	explain how the Age of Exploration was a reflection of the spirit that pervaded the Renaissance.
10.43	provide a working definition for the term Reformation.
10.44	explain at least two (2) reasons for the Reformation's coming in Europe.
10.45	identify the abuses of the Roman Catholic Church that led Luther to the establishment of a separate systematic body of thought regarding the institution of religion.
10.46	explain any two (2) of Luther's major tenets.
10.47	explain the major tenets of John Calvin and Ulrich Zwingli.

CONTENT OUTLINE

I. Renaissance: Definitions and Causes

  A. French Term Meaning Rebirth
  B. Rebirth of Ancient--Classical World's Ideas and Values
  C. Period of Transition Between Medieval and Modern Times
  D. Causes
    1. increase in affluence and standard of living in Europe
    2. rise of education and the university where truths of the natural world were being uncovered and the Church was losing its grasp
    3. output of books-10 million after 1450 with the printing press.

II. Dante Alighieri

- A. 1265-1321
- B. *Uomo universale*
- C. soldier, politician, philosopher, lover
- D. Works
  - 1. *Divine Comedy*
    - a. vernacular
    - b. Church criticism
    - c. religious theme
  - 2. *De Monarchia* (Separation of Church and State)
  - 3. *La Vita Nuova* (Beatrice Portinari)

III. Francesco Petrarca

- A. First True Renaissance Writer
- B. 1304-1374
- C. Lover of Greek and Roman Classics
- D. Style of Cicero
- E. Works
  - 1. *Africa* (Latin Epic Poem)
  - 2. *Canzoniere* (Vernacular Song Book About Laura)

IV. Baldassare Castiglione

- A. *Uomo Universale*
- B. 1478-1529
- C. Work
  - 1. *The Courtier*
  - 2. ideal Renaissance gentleman
  - 3. handbook of social graces

V. Niccolo Machiavelli

- A. 1469-1527
- B. Political Realist
- C. Work
  - 1. *The Prince*
  - 2. "end justifies the means"
  - 3. ruthlessness

VI. The Attitude of Renaissance Man Toward Exploration

- A. Free Spirit Toward Danger
- B. Curious About New Lands and the Acquisition of Knowledge
- C. Motivation to Find New Lands
  - 1. God
  - 2. gold
  - 3. glory

VII. The Portuguese Leadership

- A. Small, Unified, Cut-Off from Europe's Mainstream

- B. Few Natural Resources
- C. Oriented Toward the Atlantic
- D. Leadership Interested in Navigation
  1. Prince Henry (1394-1460)
  2. Joao I

VIII. Portuguese Explorers

- A. Bartolomeo Diaz
- B. Vasco Da Gama
- C. Pedro Alvarez Cabral

IX. Spanish Explorers

- A. Christopher Columbus
- B. Ferdinand Magellan
- C. Hernando Cortez
- D. Francisco Pizarro
- E. Jimenez De Quesada
- F. Pedro De Valdivia

X. The Spanish-Portuguese Dispute

- A. Control of Newly-Discovered Lands
- B. Bulls of Demarcation of 1493-100 Leagues West of the Azores
- C. Treaty of Tordesillas 1494- Shift of Line to 370 Leagues West of the Cape Verde Islands

XI. Results of the Age of Exploration

- A. Influx of Precious Metals--Inflation
- B. New Tastes for Food and Clothing (Cultural Change)
- C. Rise of Mercantilistic (Define) Philosophy
- D. Addition of New Content to Body of Knowledge

XII. Reformation--Definition

- A. Reform-Change for the better
- B. Change in practices of the Roman Catholic Church
- C. Those seeking reforms called Protestants
  1. protest
  2. evil practices (corruption) of Catholic Church
- D. Began early 16th Century

XIII. Forerunners of the Protestant Reformation

- A. Great Western Schism (1378-1417)
  1. Babylonian (Avignonese) Captivity (1309-1376)
     a. quarrel between Philip IV and Boniface VIII
     b. 1376 Pope Gregory XI returned to Rome-died
  2. Urban VI (Italian) elected; succeeded by:
     a. Boniface IX
     b. Innocent VII
     c. Gregory XII

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   3. French Cardinals unhappy with Italian selection and elected Clement VII; succeeded by Benedict XIII
   4. Council of Pisa (1409)
      a. selected Alexander V
      b. now three popes
   5. Council of Constance (1414-1417)
      a. declared three popes illegal
      b. elected Martin V
      c. divided loyalty of Catholic world

B. John Wycliffe (1330-1384)
   1. ecclesiastical professor-Oxford
   2. Church vs. Bible
   3. Bible above Pope on spiritual questions
   4. denied transubstantiation (define)
   5. Bible to be interpreted by layman
   6. translated the Bible into English

C. John Huss
   1. Bohemina
   2. adopted Wycliffe's views
   3. invited to defend views at the Council of Constance
   4. found a hertic (define) and burned
   5. martyr (define)
   6. Council of Constance also ordered the bones of Wycliffe burned

XIV. Desiderius Erasmsus (1469-1536)

A. Dutch-Rotterdam
B. Northern Humanist
C. *Praise of Folly*
   1. folly guiding spirit of man
   2. greed, materialism
   3. emotion over reason
D. Mocked Ignorant Churchmen
E. Goals
   1. never wished to divide the Church
   2. desired to point out the need for Church reform

XV. Luther's Early Background (1483-1546)

A. Son of a Peasant/Miner
B. Studied Law at Erfurt
C. Became Augustinian Friar--Religious Experience
D. Able Scholar, Assigned as Professor at Wittenberg
E. Successes
   1. machine
   2. motivation
   3. organization
   4. conviction

XVI. Disgust with Church

A. 1510-Visit to Rome
B. 1517-Pope Leo X and Johann Tetzel
C. 95 Theses
D. 1518-Confrontation with Augustinian Hierarchy
E. Debates with Johann Eck

XVII. Diet of Worms (1521)

A. Formally Excommunicated
B. Told to Appear at Imperial Diet of the Holy Roman Empire
C. Told to Recant:

> "Unless I am convinced by the testimony of Scripture or by an evident reason... I neither can not nor will revoke anything, seeing it is not safe to act against conscience."

D. Gained immunity by Staying at Frederick the Elector of Saxony's Castle at Wartburg
E. Translated the Bible into German

XVIII. Luther's Success in Germany

A. Became Symbol of Opposition to Pope and Charles V, Holy Roman Emperor
B. German Princes Opposed to Control of Land and Currency by Church and Foreigner, Charles V
C. Appealed to Peasants Because of Simplicity

XIX. Charles V and the Ottoman Turks

A. Politician
B. Facing Invasions of Eastern Lands from Church and Needed Protestant Support
C. Did Not Enforce Arrest Order for Luther

XX. Luther's Tenets

A. Faith as Opposed to Good Works
B. Denied Transubstantiation; "Consubstantiation"
C. Bible, Subject to Personal Interpretation
D. Elimination of Clergy Hierarchy
E. Permitted Marriage of Priests

XXI. Religious Wars in Europe

A. 1530's-1555
B. Peace of Augusburg

XXII. Switzerland as a Center of the Reformation

A. Not a Nation-State
B. Emphasis on Location
    1. small, individual cantons
    2. separate governments in each Swiss canton

XXIII. Ulrich Zwingli

A. Contemporary of Luther
B. Base of Operations was Zurich, Liberal City
C. Basic Tenets
    1. denied consubstantiation
    2. removal of ostentacious symbols
    3. religion derived directly from Bible
    4. individual responsibility for belief

XXIV. John Calvin (1509-1554)

A. Developed Themes of Zwingli, But Allowed Fewer Elements of Individualism
B. Theocracy at Geneva
C. *Institutes*
D. Predestination
E. Elect
F. Presbyters

XXV. Henry VIII (1491-1547)

A. Anne Boleyn
B. Act of Supremacy
C. Protestantism Sanctioned by Government of Nation-State
D. England Prepared for Reformation by Ideas of Wycliffe

XXVI. The Counter-Reformation

A. Church Eventually Forced to Take a Deep, Inward Look at Itself
B. Called Council of Trent
    1. 1545-1563, but with ten years of recess
    2. Church supreme interpreter of Bible
    3. Vulgate revised
    4. Catechism of Beliefs Established
C. Society of Jesus as reforming body established.

UNIT VI - GREAT BRITAIN

CODE	Upon completion of this unit students will be able to:
10.48	differentiate among the following names: England, Great Britain, and United Kingdom.
10.49	list the peoples who have come to the British Isles and at least one contribution of each group.
10.50	list at least three reasons for King Alfred's holding the title "The Great."
10.51	list the cultural influences the Norman Invasion had on English culture.
10.52	define the term English Common Law.
10.53	define the term trial by jury.
10.54	explain how the confrontation between Thomas a Becket and Henry II represented a Church-State struggle.
10.55	recognize the importance of written laws to the protection of individual rights.
10.56	define the term "Tudor Absolutism" and apply it to the reigns of Henry VII and Henry VIII.
10.57	explain why Elizabeth I's reign is called England's "Golden Age."
10.58	define the term "divine right king."
10.59	explain the reasons for the early Stuart monarch's confrontations with Parliament.
10.60	list the major provisions of the Petition of Right and its significance to American Democracy.
10.61	compare the similarities of the English and American Bill of Rights.
10.62	identify the present structure of the British Parliament and compare it to the United States Government.
10.63	define the term Industrial Revolution.
10.64	list and explain at least one advantage and one disadvantage the Industrial Revolution has brought to Western man.

CONTENT OUTLINE

I. Differentiating Names

  A. England
  B. Great Britain
  C. United Kingdom

II. Early Settlers of Great Britain

  A. Old Stone Age (Define) People
    1. 200,000 years ago crossed land bridge
    2. hunters, gatherers
  B. Celts
    1. 1000-400 B.C.
    2. from Western Europe
    3. Druids
    4. Stonehenge

III. Caesar in Britain

  A. Invaded in 55 B.C.
    1. cut off Gauls
    2. called them "Britains"
    3. Hadrian's Wall
    4. roads

IV. The Anglos and Saxons

  A. 5th Cen.--Rome Falling
  B. Romans Replaced by Germanic Invaders--Anglos and Saxons
  C. Celts Pushed to Wales and Scotland
  D. Angleland=England
  E. Beowulf

V. St. Patrick and St. Augustine

  A. Establishing Christianity in the British Isles
  B. "The Lamp of Learning"

VI. The Danes

  A. Disunity of Anglos and Saxons
    1. Danes invaded
    2. conquered northeastern England
  B. Emergence of Wessex as Dominant Anglo-Saxon Power

VII. Wessex Under Alfred the Great

  A. Contained the Danes--Strengthened Image of Wessex
  B. Shire System (Counties)

- C. Navy
- D. Anglo-Saxon Chronicle
- E. Only English King Titled "The Great"

VIII. Unification of England Under Alfred's Successors

- A. Fear of Danes=Anglo-Saxons Turn to Wessex Leadership
- B. Division of Land Into Shires
  - 1. king's representative=sheriff
  - 2. protection of realm

IX. Canute and the Danish Hegemony

- A. 10th Century--Wave of Danish Invaders
- B. Anglo-Saxon King--Ethelred the Unready
  - 1. program of bribery
  - 2. inducement of additional riches
- C. Canute
  - 1. power in 1017 to 1035
  - 2. became Christian
  - 3. use of English Law
  - 4. peace between Danes and English

X. Canute's Successors

- A. Canute's Sons Weak
- B. Anglo-Saxons Put Edward the Confessor on Throne (1042)
- C. Edward Names Cousin, William of Normandy as Heir
- D. Edward's Death
  - 1. Anglo-Saxon Lords Place Harold on Throne
  - 2. William of Normandy Presses Claim to Throne

XI. The Battle of Hastings and Results

- A. Confrontation Near Hastings in Sourtheast England Between William of Normandy and Harold the Saxon
- B. Victory for Normans
- C. Results of Victory
  - 1. England brought closer to culture of European mainland
  - 2. French Culture Adopted
    - a. language
    - b. court customs

XII. The Reign of William I

- A. Centralized English Government
  - 1. manipulation of feudalism
  - 2. strength (politically) reposited in monarchy
- B. Ordered English Society

- C. Tax Collection
    - 1. Domesday Book
    - 2. tax assessments
    - 3. juree
- D. State Above Individual

XIII. The Reign of Henry II

- A. Confusion and Instability in English Monarchy following William's Death
- B. 1154 Henry II becomes Henry of Anjou (Angevin)
- C. Programs and Policies
    - 1. subdued barons and centralized the regime
    - 2. inspected kingdom personally
    - 3. Assize of Arms
    - 4. paid civil service
    - 5. scutage
    - 6. itinerant justices and trial by jury
    - 7. indictments and grand juries

XIV. Trial by Jury Begins Under Henry II

- A. Shire Courts--Land or Civil Matters
- B. Trial by Combat--Criminal Offenses
- C. Start of 12 Men in Shire Informing Government of Crimes Committed (Grand Jury)
- D. Itinerant Judges and English Common Law

XV. Controversy Between Church and State

- A. Types of Courts
    - 1. royal
    - 2. church
- B. Punishment in Church Courts Less Severe
    - 1. clergymen subject only to church courts
    - 2. serious crimes punished lightly
- C. Thomas a Becket
    - 1. close friend of Henry's
    - 2. appointed Archbishop of Canterbury
- D. Becket's Policies
    - 1. loyalty to church
    - 2. maintenance of church courts against Henry's wishes
    - 3. killed by Henry's knights after misunderstanding
- E. Henry's Public Punishment

XVI. King John and the Magna Carta

- A. Death of Richard the Lionhearted in France
    - 1. great Crusader
    - 2. stayed in England little
    - 3. John, his brother, operated the country

- B. John's Characteristics
    1. cruel and selfish
    2. disregarded nobility's established rights
    3. overbearing taxation
    4. loss of almost all English possessions in France
    5. all classes united against him
- C. John Forced to Sign the Magna Carta

XVII. Manga Carta's Provisions

- A. "Great Charter"
- B. Runnymede in 1215
- C. Major Provisions
    1. no man imprisoned except under the law
    2. no taxation without advice of nobility
    3. protections extended only to free men
    4. king below law
- D. John Did Not Feel Bound by Magna Carta's Provisions-Did Not Sign with a Free Will

XVIII. Henry III and Civil War in England
- A. Son of John I - Rejected Magna Carta as Well
- B. Simon de Montfort Organizes Barons
    1. fought the royal forces
    2. captured Henry III
- C. Simon Calls Great Council
    1. townsmen participated
    2. knights participated
- D. Nobles Jealous of Simon
    1. de Montfort killed at Evesham
    2. royal forces under Edward I gain upper hand
- E. Noble Succession
    1. Henry III ruled until 1272
    2. Edward I followed
        - a. called the Model Parliament in 1295
        - b. (14th century saw development of House of Lords and House of Commons)

XIX. Power of the Purse

- A. Definition
- B. Parliament Refused to Fund King's Request if it Disagreed with King
- C. Gained Power to Petition the Monarch Under Edward II

XX. Hundred Years War

- A. Conflict in France
- B. 1337-1453 with Intermittent Years of Peace
- C. Strain on the Resources of England
- D. English Defeat

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XXI. War of the Roses

- A. Lancastrians
  1. red rose
  2. feudal barons of northern England
  3. claims to English throne
- B. Yorkists
  1. white rose
  2. support from southern England including middle class
- C. Lancastrians Blamed for Hundred Years War Loss
  1. Henry VI (Lan.) deposed by Yorkists
  2. Edward IV succeeded (York)
  3. Edward V (York) succeeded father
  4. Edward V murdered by Richard III
- D. Battle of Bosworth Field (1485)
  1. Richard deposed by Henry Tudor (VII)
  2. new dynastic line
  3. Henry marries Elizabeth of York, daughter of Edward IV

XXII. Significance

- A. War of Roses Bloody and Violent
- B. People of England War Weary
- C. New Monarch of Tudors Demanded Absolute Power
- D. Parliament Became a Tudor Rubber Stamp (Define)
- E. Parliament Still Met

XXIII. Henry VII's Power

- A. Sought Absolutism (Definition)
  1. required for stability in England
  2. used it to move England from civil war to a political atmosphere of calm
- B. Consolidated Crown's Power
- C. Established the Court of Star Chamber
- D. Used Dynastic Marriages to Strengthen Monarchy
- E. Built Up England's Economy

XXIV. Henry VIII's Power

- A. Son of Henry VII
- B. Dynamic Qualities
  1. athletic
  2. intelligent
  3. strong tempered
- C. Programs
  1. divorce from Catherine of Aragon
  2. establishment of the English Church
  3. Act of Supremacy

    4. six wives
        a. Ann Boleyn
        b. Jane Seymour
        c. Ann of Cleves
        d. Catherine Howard
        e. Katherine Parr
D. Provided the Historical Inertia for Succeeding Tudor Monarchs to Rule Absolutely
    1. programs benefiting the people
    2. called Parliament for at least minimal advice

XXV. Succession of Tudors After Henry VIII's Death

A. Henry VIII's Children
    1. Edward VI
    2. Mary
    3. Elizabeth
B. 1547 Edward VI Becomes King on Father's Death
    1. only nine years old
    2. king's ministers control government under guidance of the Earl of Hertford, Edward VI's uncle
    3. Thomas Cranmer, Archbishop of Canterbury
        a. published Forty-Two Articles of Religion
        b. foundation of Protestant Anglicanism in England

XXVI. The Reign of Mary (1553-1558)

A. Catholic Daughter of Catherine of Aragon
    1. restored Catholicism to England
    2. married heir to the Spanish throne
B. Feeling of English Nationalism Surfaced with Mary's Relationship with Spain
C. Executed Protestants
D. Hated by English, but died in 1558

XXVII. The Reign of Elizabeth I (1558-1603)

A. Brought Up a Protestant (Followed Catholicism During Mary's Reign)
B. Political Acumen
    1. kept England at peace by indicating marriage possible with noble of another European state
    2. peace brought England economic prosperity ("married to the English throne")
    3. executed Mary Stuart because of Catholic plot against her
    4. defeated Spanish Armada (1588)
    5. brought England recognition as a first-rate European power

- C. England's Golden Age
  - 1. "Elizabeth Age"
  - 2. use of hard currency
  - 3. overseas trade
  - 4. English pride in the monarchy

XXVIII. James I (Stuart) and Divine Right Monarchy

- A. Elizabeth I Left No Heirs
- B. James VI of Scotland=James I of England
  - 1. Scottish Stuart
  - 2. felt ruled by divine right
  - 3. could not accept the Parliamentary role in government
- C. Parliament's Response
  - 1. stunned by king's attitude
  - 2. refused money grants to king
- D. King Forced to Sell Noble Titles and Borrow from Supporters
- E. Puritan King James Version of the Bible

XXIX. Charles I and Divine Right Monarchy

- A. Son of James I
- B. Rejected the Power of Parliament--Existed only at King's Pleasure
- C. Disbanded Parliament; Tried to Collect Taxes Himself
- D. Wars with France and Spain Forced Him to Call Parliament
- E. Forced to Sign the Petition of Right (1628)
  - 1. no taxation without Parliament's consent
  - 2. no imprisonment without a jury trial
  - 3. no quartering of royal troops during peacetime
- F. War Ended and Charles Did not Need Parliament; Did not Convene it
- G. 1639 Scottish Rebellion
  - 1. Charles again needs significant monies
  - 2. Parliament convened but opposed king
  - 3. civil war surfaces

XXX. The Civil War (Puritan Revolution) 1642-1649

- A. The Principles
  - 1. Puritans or Parliamentarians (Roundheads)
    - a. Presbyterians
    - b. Independents
  - 2. Anglicans or Royalists (Cavaliers)
- B. The Issues
  - 1. the king's divine right
  - 2. sharing of power between monarch and Parliament
- C. "Amateurish War"

XXXI. Oliver Cromwell

- A. Leader of the Roundheads or Puritans
- B. Crushed Royalist Army
- C. "Ironsides" and Self-Discipline
- D. Philosophy of John Calvin
- E. Capture of Charles I in 1646
  - a. imprisoned
  - b. tried for treason
  - c. beheaded against popular sentiment

XXXII. The Commonwealth 1649-1660

- A. Definition of Term
- B. England Like Geneva
- C. Efficiency, Strictness, Swiftness of Putting Down Rebellion
- D. Lord Protector
- E. Instrument of Government
- F. Ineffectiveness of Richard Cromwell 1658-1659

XXXIII. The Stuart Restoration

- A. Charles II Restored to Throne 1660-1685
- B. England Celebrates
- C. "Riotous Living"
- D. Charles Defers to Parliament
  - 1. Penn Charter 1681
  - 2. Habeas Corpus Act 1679

XXXIV. James II 1685-1688

- A. Brother of Charles II
- B. Converted to Catholicism
- C. Return to Stuart Absolutism
- D. Use of "Dispensing Power"
- E. Anti-Catholic Parliament Ousts King in Glorious (Bloodless) Revolution of 1688
- F. Monarchy Given to William and Mary
  - 1. Parliament's power to select king apparent
  - 2. monarchy proved conditional on the Bill of Rights

XXXV. Significance of the English Bill of Rights

- A. No Longer Would Monarch Have Significant Power in England
- B. Provisions Similar to American Bill of Rights
  - 1. power to have a standing army
  - 2. taxation
  - 3. no suspension of the laws of Parliament
  - 4. no Catholic monarch
  - 5. army and taxation the sphere of Parliament

6. freedom of debate in Parliament
7. keep and bear arms
8. trial by jury
9. no excessive bail or fines

XXXVI. The Use of Written Law

A. Exactness
B. Recognizable Standard (Although Subject to Court Interpretations)

XXXVII. Written Law in Great Britain

A. Magna Carta
B. Petition of Right
C. English Bill of Rights

XXXVIII. Characteristics of Democratic Government and Their Application to 18th & 19th Century Britain

A. Universal Manhood Suffrage (Definition)
B. Lawmakers Responsible to Voters
C. Enforcers of Laws Responsible to Voters
D. Educated, Informed, and Actively Interested Citizenry

XXXIX. Democratic Government in Britain

A. 1689 (Benchmark=English Bill of Rights) Government Not Representative of People
B. House of Lords
    1. nobility, clergy
    2. appointments at monarch's pleasure
    3. co-equal power with House of Commons
C. House of Commons
    1. property holders
    2. disproportionate representation (large versus small constituencies)
D. Movement Toward Universal Manhood Suffrage
    1. Reform Bill of 1832
    2. Reform Bill of 1867
    3. Reform Bill of 1884
    4. 1916 Women Over 30 Allowed to Vote
    5. 1928 Women Over 21 Given Franchise (Define)

XXXX. Legislative Reforms

A. Australian Ballot (Define) Act of 1870
B. Education Act of 1870
C. Parliamentary Bill of 1911
    1. money bills must be passed by Lords one month after receipt
    2. non-money bills will be passed after third rejection by Lords

XXXXI. Parliament Today

A. Crown
B. House of Lords
C. House of Commons
D. Greatest Power Reposited with Commons--Most Direct Link with People

XXXXII. Beginning of the Industrial Revolution

A. Definition
B. Two Stages
    1. 1750-1870
    2. 1870-present (rate of change)
C. Inventions

XXXXIII. England as the Cradle of the Industrial Revolution

A. Damp Climate
B. Large Deposits of Coal and Iron Ore
C. Isolation
D. Guild System
E. Colonies for Raw Materials and Markets
F. Enclosure Movement

XXXXIV. Concurrent Revolutions

A. Agricultural
B. Transportation
C. Communication

XXXXV. Results

A. Rural to Urban Migration
B. Development of Capitalism (Defined)
C. Increased Social Status for Women

XXXXVI. New Industrial Revolution

A. 1871 to the Present
B. Coal to Oil to Atomic Power
C. Germany, Japan, and the United States in Forefront

UNIT VII - FRANCE

CODE	Upon the completion of this unit students should be able to:
10.65	differentiate among the three different estates in the social structure of pre-Revolutionary France.
10.66	define the term revolution and give at least two examples.
10.67	identify the major work of Rousseau, Voltaire, Diderot, and Montesquieu and show the relationship of their writing to the French Revolution.
10.68	explain the reasons for the Reign of Terror and its impact on France.
10.69	define the term charisma as it applies to Napoleon Bonaparte.
10.70	list and explain at least three ways Napoleon proved successful in making France the dominant European power in the early 19th century.
10.71	explain the intent of the Congress of Vienna.
10.72	define the following concepts as they relate to the Congress of Vienna: Legitimacy, compensation, and balance of power.

CONTENT OUTLINE

I. Establishment of a Centralized Monarchy in France

- A. Charlemagne's Centralized Authority as an Anomaly
- B. Feudal Format Surfaces Following Charlemagne
- C. Capetian Consolidation
    - 1. began 986
    - 2. marriage
    - 3. non-division of land upon king's death
    - 4. popularity of French Monarchy with people

- D. Increased Pace of Consolidation in 12th and 13th Centuries
    - 1. expropriation of nobles' lands who left for Holy Land during Crusades
    - 2. barring nobility from holding positions in state government
- E. Complete Consolidation Occurs Under Louis XIV

II. France's Class Structure During the 17th and 18th Centuries

- A. First Estate
- B. Second Estate
- C. Third Estate
- D. Concept of the Estates-General
    - 1. all classes represented
    - 2. protected the interests of the people
    - 3. two upper estates always outvoted the lower
    - 4. Estates-General lost its power when it gave the power to tax to the monarchy during the Hundred Years' War
- E. Receipt of Power to Tax Provided Key Ingredient to the Monarchy's Centralized Power
    - 1. supported own army
    - 2. no other nobles could compete
    - 3. nobility encouraged to depend on the sovereign or be eliminated

III. Louis XIII and Cardinal Richelieu Consolidate Government (1610-1643)

- A. Richelieu Director of Government in King's Name
- B. Local Provincial Governments Taken Over
- C. Institution of the Monarchy, Not the Individual, Holds Centralized Power

IV. Louis XIV (1643-1715) and the Height of the French Monarchy

- A. Took Power When Five
    - 1. Anne of Austria
    - 2. Chief Minister Mazarin
- B. Mazarin
    - 1. disciple of Richelieu
    - 2. continued policies of monarchial centralization when nobility could have regained most lost power
- C. 1661--Death of Mazarin
    - 1. Louis takes over full power
    - 2. felt ruled by divine right
    - 3. complete absolutist
    - 4. "Le etat cest moi."

D. Sun King
E. Versailles
   1. elaborate palace
   2. "prison" for threatening nobility

F. Support of Monarchy
   1. free peasants
   2. urban workers
   3. bourgaoisie

V. The Death of Louis XIV

A. Louis XV Takes Power
B. People's Feelings
   1. hopeful
   2. anxious for reform

C. Louis Continues Life and Style of Louis XIV
D. Bourgeoisie
   1. squeezed from government
   2. had restrictions placed on their trade

E. Loss of France's American Colonies and in India
   1. Louis XV's government corrupt
   2. Louis XV's government inefficient

VI. Great Thinkers of the Age of Reason

A. Period 1687-1793
B. Voltaire
   1. *Letters on the English*
   2. failure of man to make progress resulted from his not doing his own thinking, but allowing the Church to do it for him
   3. encouraged men to reject the unfairness and corruption of absolutism

C. Rousseau
   1. *The Social Contract*
   2. under natural law all men were free and equal
   3. could enter into a contract with a king to govern them
   4. people's right to remove king if he abused his power

D. Montesquieu
   1. *Spirit of the Laws*
   2. praised English tripartite division of government
   3. "The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy."

E. Diderot
   1. *Encyclopedie*
   2. compilation of thoughts by many men
   3. conclusions
      a. no unfair taxes
      b. no religious intolerance

        c. no special privileges to nobility and clergy
        d. no slave trade

VII. The Abilities of Louis XVI

A. Weak, Ineffective in Asserting his Power
B. Married Marie Antoinette
    1. Manipulated Louis
    2. demonstrated dislike of French Culture
C. Spent 2.5 Million Dollars on American Revolution That France Could Not Afford
D. Courtly Life at Versailles Drained the Third Estate--Taxes Became Intolerable

VIII. The Financial Problem

A. 1789--France in Desperate Financial State
B. French Government's Actions:
    1. high taxes--intolerable
    2. high interest government bonds floated
C. Finance Ministers--Turgot, Necker, Calonne
    1. tax salaries of nobility
    2. tax lands of clergy
    3. restrict spending
D. Finance Ministers Dismissed at Whim of Marie Antoinette and Versailles Court
E. Louis Calls Estates-General
    1. representatives of the people
    2. gain taxes through their cooperation
F. Estates-General
    1. not met since 1614
    2. Louis XIV requested cahiers (list of grievances for consideration)
    3. Louis eager to obtain money and people eager for reforms

IX. Third Estate to National Assembly

A. Estates Meet
    1. individually
    2. one vote per estate
    3. third estate always outvoted
B. Third Estate Sought to Meet Together with each Representative Having One Vote (Express More Directly the Will of the People)
C. Third Estate Barred From Meeting
    1. Tennis Court Oath (June 20, 1789)
    2. vowed not to disband until their demands were met
D. Louis XVI Ordered All Estate Members to Meet Together
    1. king gave in
    2. crowd becomes bolder as senses king's weakness

X. Fall of the Bastille

A. King Louis XVI Becoming Anxious
B. Called in Foreign Troops (Mercenaries)
C. Mob Took Over the Bastille (July 14, 1789) (France's Independence Day)
D. Peasant Uprisings Throughout France
E. National Assembly Passes the Declaration of the Rights of Man and the Citizen
    1. all men free and equal under the law
    2. France to have a constitutional monarchy
F. Political Views in the National Assembly
    1. Girondin Party
    2. Jacobin Party
G. Call for New Elections to Form Legislative Assembly of 1791-92

V. The Emigres and the Flight to Varennes

A. Emigres-Definition
B. 1791-King Louis and Marie Antoinette Flee France But are Captured at Varennes
C. People View Louis as a Traitor

XI. Operation of the Legislative Assembly

A. Followed the National Assembly
B. France Faced Danger of Invasion From Powers Sympathetic to the Cause of Monarchy in Europe
C. French Army Organized and Put Into the Field
D. Battle of Valmy
E. Louis XVI Tried for Treason--Sentenced to Death

XII. The Reign of Terror and Committee of Public Safety

A. Committee of Public Safety Serves as Dictatorship of the National Convention and Organized the Reign of Terror
B. All Suspected of Being Anti-Revolution to be Eliminated
C. Establishment of Revolutionary Tribunals
D. Leaders Were Radicals (Leftist Jacobins)
E. Marat, Danton, Robespierre Led the Reign of Terror
F. Excesses Under Purist Robespierre
    1. overzealous
    2. fear spread to members of National Convention
    3. Robespierre executed

XIII. The Rule of the Directory

A. Bourgeoisie in Control of Government
B. Only Property Holders Permitted to Vote
C. Directory Became Executive Branch of French Government
D. Corrupt, Ineffective
E. Overthrown by Napoleon Bonaparte

XIV. Napoleon's Early Background

A. Corsican (Italian)--Napoleone Buonaparte
B. Education in Military School
C. Ambitious--Dynamic
D. Initially Saved the Directory From a Mob Using "A Whiff of Grapeshot"
E. Became a General Officer at 21

XV. Military Successes

A. Egypt
B. Italian and Austrian Campaigns
C. While Directory's Image Falling--Napoleon's Increases
D. Napoleon Censors News About Himself Going to France--Only Good Points Read by Populace

XVI. The Coup D'Etat of 1799

A. Coup d'Etat--Definition
B. 1799--Great Popular Discontent with Directory
C. Napoleon Overthrows Directory and Establishes Consulate
    1. Napoleon First Consul
    2. two other Minor Consuls
D. Napoleon Holds Absolute Control
E. 1799 Plebiscite (Definition)
    1. vote on actions of Napoleon
    2. given mandate by the people
F. New Constitution of 1802--Napoleon Becomes First Consul for Life
G. 1804 Crowned Himself Emperor
H. Successes of Napoleon
    1. 1799-1812
    2. 1812--invasion of Russia a failure

XVII. Napoleon's Decline

A. Russian Fiasco
B. Failed Again at Leipzig in 1814
C. Forced to Agree to the Treaty of Fontainebleau
    1. Napoleon given sovereignty over Elba

- 2. Maria Louisa received sovereignty over Parma
- 3. 2 1/2 million francs as a pension

- D. Napoleon Displeased

XVIII. The Hundred Days and Waterloo

- A. Broke from Elba in March, 1815
- B. Took Over Paris and French Government by March 20, 1815
- C. Engaged Allied Army at Waterloo, Belgium on June 18, 1815
- D. Defeated for Good
- E. Exiled to St. Helena; Died in 1821

XIX. The Meeting of the Congress of Vienna

- A. Body Needed to Guide Europe After the Elimination of Napoleonic Control
- B. Structure
  - 1. mainly secret, behind-the-scenes meetings
  - 2. often a highly social affair
- C. Aims
  - 1. reactionary philosophy
  - 2. return France to pre-Napoleonic times
- D. Delegates
  - 1. Clemens von Metternich, Congress President (Austria)
  - 2. Alexander I (Russia)
  - 3. Viscount Lord Castlereagh of Great Britain

XX. Outcomes

- A. Adoption of the Following Philosophies
  - 1. legitimacy--right of European royal families to rule
  - 2. compensation--payment for damages or loss due to Napoleon
  - 3. balance of power--restructuring of European territories so as not to make one too dominant over another
- B. The "Metternich System"
  - 1. designed to suppress nationalism
  - 2. spies, secret police, assassinations
  - 3. suppression of dissent
- C. Spirit of Nationalism too Strongly Engrained in Europe as a Result of the French Revolution

UNIT VIII - THE U.S.S.R.

CODE Upon the completion of this unit students will be able to:

10.73 list the U.S.S.R.-U.S.A. comparison figures for size in area and size in population for both countries.

10.74 define the term continentality and relate it to the difficulties the Soviets face in adapting to it.

10.75 locate and label on a desk outline map the following Soviet cities: Moscow, Leningrad, Kiev, Novosibirsk, and Vladivostok.

10.76 identify at least one point of importance associated with each city listed above.

10.77 identify the term Slav.

10.78 explain how Kiev became the center of Russian culture in the 10th century, but then lost that status to Moscow.

10.79 list at least two reasons for historians' calling Ivan IV the "Terrible" and Catherine and Peter "Great" Rulers.

10.80 define the following terms associated with political philosophies: conservatism, reactionarism, radicalism, liberalism.

10.81 explain the significance of the Emancipation Act.

10.82 explain the reasons for the success of Bolshevism in taking over the government of Russia during World War I.

CONTENT OUTLINE

I. Types of Location and Importance to the U.S.S.R.

    A. Poleward Location
        1. Northern Hemisphere

    2. 35-77 degrees N.
    3. most poleward of any major global state

B. Intercontinental Location
    1. Eurasian
    2. 20E to 170W
        a. half way around world, 11 time zones
        b. 6000 miles (San Francisco to London)
C. Interior Location
    1. encircled by mountains, deserts, and frozen seas except on west
    2. much of country with less than 1000 foot elevation
D. Lowland Location
    1. Great Eurasian Plain
    2. vast swamp areas
E. Strategic Location
    1. occupies a central position amid most important landmasses on Earth
    2. access to Africa, Asia, and Europe (80% of world's people)
    3. access to North America over the pole

II. Size Comparison with the United States

A. 8.6 Million Square Miles
B. Twice Size of U.S.A. (3.65 Million Square Miles)
C. 250 Million People (215 Million for U.S.)

III. Continentality and Population Concentration

A. Definition
    1. land influence
    2. compare with marine influence
B. Huge Land Mass
    1. lack of precipitation
    2. agricultural potential
    3. hydroelectric power
    4. probability of natural resources
C. Landlocked
    1. cause of poleward location
    2. 37,500 miles of coastline, but most useless
        a. Murmansk
        b. Black Sea ports
    3. Vladivostok
D. Soviet Europe Has Concentration of Population, Industrial Activity

IV. Soviet Cities and Population Patterns

A. Moscow
    1. first Soviet city with 7.5 million people
    2. produces 10 percent of all industrial goods

- B. Leningrad
  - 1. 3 million people
  - 2. "window on the West"
  - 3. second in importance
- C. Kiev
  - 1. historical center
  - 2. capital of dynamic Ukraine
  - 3. 1 million people
- D. Novosibirsk
  - 1. largest city in Siberia
  - 2. 1 million people
- E. Vladivostok
  - 1. 500,000 people
  - 2. center of Soviet Far East
- F. Majority of Population
  - 1. west of Urals
  - 2. Soviet Policies emphasize dispersion

V. The Population Triangle

- A. Alternate Names
  - 1. Industrial Triangle
  - 2. Agricultural Triangle
  - 3. Iron Triangle
- B. Extent
  - 1. Leningrad
  - 2. Odessa
  - 3. Irkutsk
- C. Location in Desirable Areas for
  - 1. soil
  - 2. climate
  - 3. terrain

VI. The Origin of the Russians

- A. Russians Considered the Eastern Slavs
- B. Origins
  - 1. Vistula River Valley
  - 2. N.E. Carpathians
- C. Migration in Multiple Directions
  - 1. those moved to East became Russians
  - 2. politically unstructured
  - 3. open to Viking attack from North
    - a. access from river
    - b. Rous--seafarers
    - c. conquered Eastern Slavs in 9th and 10th centuries
- D. Viking Accomplishments
  - 1. established trade
  - 2. defense against Mongols
  - 3. became rulers of feudal states
- E. Viking Politics
  - 1. Rurik--Novgorod's chief
  - 2. Oleg--united Novgorod and Kiev

F. Viking Social Structure
  1. Vikings=nobility
  2. Slavs=peasants, lesser nobility
G. Viking Amalgamation by Slavs--Russian Unity

VII. Vladimir the Saint

A. Vladimir Fought Way to Throne (978-1019)
B. Consulted Boyars About Religion
C. Lavishness of Ceremony Brought Conversion
D. Religion as a Unifying Force
E. Development of Russian Culture Under Yaroslav the Wise (1019-1054)
F. Link with Byzantium

VIII. The Mongols and Moscow

A. Asiatics
  1. Mongols
  2. Tatars
  3. Tartars
B. Invaded Russia in 12th Century
C. Brought About Collapse of Kiev in 13th Century
D. Cut Kiev's Link with Byazntium
E. The Golden Horde
  1. interested more in tribute than in cultural conversion
  2. most Russian political control ended
  3. exception was Moscow
F. Ivan I
  1. "Moneybags"
  2. collected Tarter tribute
  3. made Moscow center of Russian cultural attention
G. Ivan III
  1. 1480 Moscow unquestioned center of Russian Culture
  2. married niece of last Byzantine Emperor
  3. Moscow "Third Rome"
  4. drove out Tartars by 1495
  5. ambitious--conquered many areas of Russia
  6. reduced power of nobles
  7. concept of Czar

IX. Ivan IV--"The Terrible" (1533-1584)

A. First to Hold Title of Czar Officially
B. Military Objective--Baltic Coast--Failure
C. Expanded to Pacific
D. Explored Siberia
E. Completely Subordinated the Nobles
F. Organized the Secret Police
G. Complete Absolutist

- H. Russian Serfdom
    - 1. function of taxation
    - 2. Russia behind Europe in social organization

X. Peter the Great and Russian Westernization

- A. 17th Century Turmoil Over Czarist Succession
    - 1. Michael Romanov and founding of dynasty
    - 2. Romanovs in power 1613-1917
- B. Peter the Great (1689-1725)
    - 1. dynamic and brilliant
    - 2. seized power in coup d'etat
- C. Interested in Navy and Sea Ports
- D. Personally Studied Western Naval and Shipbuilding Techniques
- E. Captured Baltic Coast
    - 1. built St. Petersburg on Neva
    - 2. "window on west"
- F. Built Peterhof
- G. Reformed Army
- H. Demanded Nobles Become Western
- I. Westernization (Define) and Superficiality?

XI. Catherine the Great and Russian Expansion

- A. 1762-1796
- B. German-Speaking Background
- C. Husband Was Peter III
    - 1. incompetent
    - 2. toy soldiers
- D. Fought Two Successful Wars with Turkey
- E. Helped Partition Poland
- F. Enlightened Despot
    - 1. influenced by Voltaire
    - 2. intervention of aristocracy

XII. Liberalism Under Alexander I (1801-1825)

- A. Educated in Thought of "Enlightened Despotism"
- B. Felt Russia Could Adopt a Constitution
- C. Made Plight of Serfs Easier--Allowed for Their Freedom
- D. Liberal Attitude Changes as Observed Disruption of Old Order
- E. The Holy Alliance
    - 1. based "not on the traditional diplomacy, but on the principles of Christianity"
    - 2. subject nations would be "thinking of themselves in their relation to their subjects and armies as fathers of families, they will lead them in the spirit with which they are animated, to protect Religion, Peace, and Justice"
    - 3. signed by Prussia, Russia, and Austria
    - 4. European League of Nations?
    - 5. Britain rejected it as impractical

XIII. Nicholas I and Despotism

- A. Despotism (Define)
- B. Reactionary
- C. Decemberist Revolt
    - 1. young army officers
    - 2. ruthlessly crushed
    - 3. influence of Napoleonic France
- D. "Iron Czar"

XIV. Alexander II and Serfdom

- A. Inherited the Crimean War
    - 1. disaster for Russia
    - 2. serf armies crushed
    - 3. discontent in social order of Russia
- B. Emancipation Act
    - 1. freed serfs--conditionally
    - 2. 40 million serfs "liberated"
    - 3. still bound to the village
    - 4. use of the zemstvo
- C. Improved Country's Infrastructure
- D. Development of a Middle Class
- E. Displeased Everyone
    - 1. nobility angry over loss of serfs
    - 2. peasants disliked village control of land and payment of compensation for land
    - 3. middle class intellectuals felt reforms did not go gar enough
- F. No Parliament
    - 1. no formal outlet for people to vent frustrations
    - 2. secret societies
    - 3. assassination of Alexander II in 1881

XV. Alexander III Returns to Absolutism (1881-1894)

- A. Return to Complete Absolutism--Reactionary
- B. Censorship
- C. Secret Police
- D. Control of Universities

XVI. Nicholas II and Conservatism (1894-1917)

- A. Incapable Czar
- B. Attempted to Copy Father
- C. Russo-Japanese War--Russia Crushed
- D. Red or Bloody Sunday
- E. People Displeased with Czardom
- F. Karl Marx and Communism

XVII. Reforms of Nicholas II

- A. Duma--Russian Parliament Founded (Limited Power)
- B. Peasants Withdrew Land from Village Control

C. Benefits to Workers Began
D. World War I Stiffles Russian Progress

XVIII. Review of Nicholas II's Downfall

A. Hard Policies of Father
   1. Russification
   2. absolutism
B. Russo-Japanese War
C. Secret Police and Suppression to Maintain "Old Order"
D. Bloody Sunday
E. Reforms
   1. October Manifesto
   2. development of industry
F. Initial Unity of Russia in Face of World War I
   1. failure of Russian armies
   2. shortages at home
   3. suffering of both troops and civilians under Nicholas II's incompetencies
   4. people disillusioned

XIX. Elimination of Czardom

A. Duma Convinces Czar to Abdicate
B. Kerensky Establishes Provisional Government
C. Provisional Government Fails to Take Russia Out of World War I
D. Bolsheviks Under Lenin Gain Additional Support

XX. The March Revolution of 1917

A. Petrograd--Czar's Palace
B. Bolsheviks Organized Soviets or Workers' Councils to Direct Rioting Against Government
C. Lenin Sent to Russia by Germans
   1. promised "peace, land, bread"
   2. Russians anxious to stop suffering; Lenin offered hope
D. Provisional Government--Dominated by Bourgeoisie
   1. republic
   2. did not move quickly enough to convince the people of future stability
E. November 6, 1917
   1. Lenin approves attack on Winter Palace, Seat of Government in Russia
   2. coup d'etat

XXI. Establishing Bolshevik Hegemony in Russia

A. Lenin Removed Russia from World War I
   1. Treaty of Brest-Litovsk
   2. gave up much Russian territory to the Germans

B. Began Period of Militant Communism 1917-21
    1. Leon Trotsky's Red Army
    2. Dictatorship of the Proletariat
    3. execution of those opposed to new regime
C. Solidification of Bolshevik Control Over All Russia

XXII. The New Economic Policy 1921-27

A. Adoption Initially of Many Pure Marxist Ideas
    1. "From each according to his ability to each according to his needs."
    2. no incentive
B. NEP a Return to Capitalism--Success Economically
C. Death of Lenin in 1924

XXIII. Policies of Joseph Stalin

A. Rivalry with Trotsky
    1. Stalin sought to stabilize communist control in Russia (Practical realism)
    2. Trotsky sought to spread communism to the rest of the world as a primary goal
    3. Trotsky exiled and later killed
B. Elimination of the NEP
C. Five Year Plans
    1. collectivization
    2. quotas
    3. mass deportations and executions for peasants who resisted

XXIV. Constitution of 1936

A. Extremely Liberal
    1. highly democratic structure
    2. theoretically the Soviet Union a true democracy
B. Soviet Elite
    1. Communist Party Members
    2. only 7-8 percent of the population are actually full-fledged members of the CPSU.
C. Freedom of Religion Permitted
    1. discouraged
    2. viewed as a superstition

XXV. The Soviet Union Since Stalin's Death

A. Two Significant Decision-Makers
    1. Nikita Khruschev
        a. de-Stalinization
        b. Hungarian Crisis
        c. experimental agriculture "Virgin Lands"
        d. Sputnik
        e. Cuban Missle Crisis

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B. Brezhnev's Policies

1. Ousting of Khruschev
2. SALT
3. Czechoslovakia
4. more consumer production
5. Sino-Soviet border

UNIT IX

NATIONALISM AND THE UNIFICATION OF GERMANY

CODE	Upon the completion of this unit students will be able to:
10.83	define the term German as it is appropriately used before 1871.
10.84	identify the reasons for Prussia's political success under Frederick the Great.
10.85	explain Napoleon's influence on German unification.
10.86	list the steps in Otto von Bismarck's plan to unify the German-speaking states of Europe.
10.87	explain the relationship between nationalism and warfare.

CONTENT OUTLINE

I. The Early Germanic Tribes

  A. Teutons (Germans)
  B. Origin to the East of the Rhine
  C. A Collective Term Referring to People with Barbarian Background (Roman Perception) Who Lived North and East of the Rhine
  D. Examples of Germanic Tribes
    1. Visigoths
    2. Ostrogoths
    3. Vandals
    4. Franks
  E. Diffusion of Germanic Peoples Throughout Europe with the Fall of Rome
  F. Term German Proved Very Broad in Europe's Early History

II. Unification of Germans Under Charlemagne and After

  A. Indirect Unification of German Peoples
  B. Charlemagne's Empire Contained Many Other Cultural Peoples

- C. Treaty of Verdun
    1. Charlemagne's grandson Louis received many German-speaking peoples to rule
    2. area breaks up into petty states later
- D. The Holy Roman Empire
    1. Holy Roman Emperor a Figurehead
    2. controlled only his local area
    3. no power of taxation
    4. hardly a unified state

III. Economic Unification

- A. Hanseatic League
    1. 13th and 14th centuries
    2. port cities on Europe's rivers, Baltic Sea, and North Sea
    3. many German-speaking cities, but not all
- B. The Zollverein
    1. tariff union
    2. initiated by Prussia in 1819 to help stimulate trade among German-speaking states

IV. Rise of the Hapsburgs

- A. Austrian, German-Speaking Family
- B. Intermarriage in Europe Created Large (Multi-National) State in Europe
- C. Evolved as Leader of the German-Speaking World, But Does Not Unify All German-Speaking Peoples

V. Characteristics of Frederick the Great (II) 1740-86)

- A. Military Discipline
- B. Translated Discipline Into State's Government
- C. Reward for Those Serving the State Efficient--Punishment for Those Who Did Not
- D. Development of Elite Corps of Civil Servants
- E. Disciplined Army as Frederick's Key Political Tool

VI. Frederick's Wars

- A. War of the Austrian Succession 1740-48
    1. Charles VI died with no male heir
    2. Pragmatic Sanction
    3. numerous claimants to the throne
    4. Frederick took coal rich Silesia
- B. Seven Years War
    1. Maria Theresa sought to regain Silesia
    2. had backing of most of Catholic Europe
    3. initially Frederick was losing

4. Tsar Peter III of Russia took power in that country and switched alliances against Austria
5. Treaty of Paris 1763--Maria Theresa gave official recognition to Frederick's control of Silesia
6. dominance of Hohenzollerns over Austrian Hapsburgs

VII. Frederick the Great As An Enlightened Despot

A. Definition
B. Movement Forward of Prussia in European Politics
C. One of Europe's Most Capable Rulers

Viii. Napoleon's Influence on German Unification

A. Prussian Apathy Toward French Revolution
B. Absolutism Over Nationalism
C. 1806 Napoleon Invaded German States
    1. dissolved the Holy Roman Empire
    2. created the Confederation of the Rhine
D. Shock of Napoleon's Victory
    1. hurt Prussian pride
    2. Treaty of Tilsit forced Prussia to give up about half her territory
E. Prussian Reforms
    1. Serfdom abolished
    2. no excessive privileges of nobility
    3. universal education
F. Gerhard von Schornhorst's Army Reforms
    1. draft
    2. commoners as officers
    3. increased size

IX. Metternich's Opposition to German Unification

A. Austria as a Dominant Power Feared Prussia, Another Large State
B. Alliance of Austria with Great Britain to Maintain the balance of Power
C. German Confederation (1815-66)
    1. established at Congress of Vienna
    2. impotent--depended on unanimous rule
D. Metternich System
    1. Suppression of nationalism by force
    2. supremacy of absolute rule
    3. agreed to by Prussian rulers

X. The Revolution of 1848 and the Growth of Nationalism

A. Revolutionary Spirit Diffused to Most of Europe by the French Revolution

- B. Revolution in Prussia in 1848
  - 1. anti-absolutism
  - 2. monarch forced establishment of a constitution
- C. The Frankfurt Assembly
  - 1. "constituent parliament" elected by universal manhood suffrage from each German state
  - 2. journalists, lawyers, and university professors to decide on plan for German Unification
  - 3. basic questions:

    - a. what territories should be included in the New Germany
    - b. who should lead the new state
  - 4. Austria opposed with 38 million minorities
  - 5. resolution?
    - a. Austria to enter without minorities
    - b. crown to go to Frederick William IV of Prussia--both ideas rejected

XI. Bismarck's Plan for German Unification

- A. 1861--William I Becomes King of Prussia
  - 1. absolutist
  - 2. desirous of proving Prussian superiority over Austria in German-speaking Europe
- B. The Prussian Military
  - 1. William I sought to increase its size
  - 2. additional tax money needed
  - 3. Prussian Diet refused
- C. 1862--William I Appointed Otto von Bismarck as Minister-President of Prussia
  - 1. imposed taxes
  - 2. used army to collect them
- D. Bismarck's Character
  - 1. Junker
  - 2. believed in divine-right monarchy
  - 3. unification of Germany could be achieved only with "blood and iron"

XII. Danish War of 1864 and the Seven Weeks War of 1866

- A. Both Calculated to Help German Unification
- B. Danish War Over Schleswig-Holstein
- C. Prussia and Austria on Same Side
- D. Danish Defeat
- E. Two Years Later Fought Austria
  - 1. weaknesses of Austria compared to Prussia demonstrated (Prussia won in seven weeks.)
  - 2. reduced Austrian prestige and role in the affairs of the German-speaking states

XIII. The Franco-Prussian War and the Completion of German Unification

A. France Projected by Bismarck as the German People's Common Enemy
B. Hohenzollern Claimant to the Spanish Throne
   1. France objected
   2. geographically France would be placed between two Hohenzollern-ruled states
C. Ems Dispatch
D. French Declaration of War
E. Prussian Victory--France Not Prepared
F. Treaty of Frankfurt
   1. Alsace-Lorraine to Germany
   2. France to pay five billion franc indemnity
G. January 18, 1871 at Versailles
   1. William I crowned Kaiser (Emperor) of Germany
   2. significance of coronation on French soil
H. Results
   1. absolutism still dominated German government
   2. bitterness of France toward Germans kept nationalism in Germany strong
   3. German Reichstag made a debating society
   4. William II dismissed Bismarck over a personality conflict
   5. stage set for World War I

UNIT X - THE WORLD WARS

CODE	Upon the completion of this unit students will be able to:
10.88	describe the immediate and long-range causes of World War I.
10.89	list the major results of World War I.
10.90	explain how World War I marked the end of an age.
10.91	explain how the rise of Mussolini and Hitler was made possible by the conditions that existed after World War I.
10.92	explain how extreme nationalism had a detrimental effect on Italy and Germany
10.93	describe the immediate and long-range causes of World War II.
10.94	explain the results of World War II in terms of the Cold War and the introduction of the threat of nuclear warfare.

CONTENT OUTLINE

I. Causes of World War I

- A. Nationalism
  - 1. Define-group consciousness-as distinct from patriotism
  - 2. Nation State
  - 3. France wanted Alsace-Lorraine
  - 4. Franco-Prussian War and completion of German unification set stage for World War I
  - 5. Subject nationalities sought independence
  - 6. Led to imperialism
- B. Imperialism
  - 1. Define
    - a. Economic
    - b. Political
    - c. Military
  - 2. Moroccan Crises of 1905 and 1911
  - 3. Balkan Crises of 1912-1913
  - 4. England and Germany competed for imperialist control in Africa and Middle East and for world markets
  - 5. Led to militarism

- C. Militarism
    1. German Military tradition
    2. Armament manufacturers encouraged increased production of military equipment
    3. England considered Germany's huge navy threat
- D. Alliances
    1. Triple Alliance
    2. Triple Entente
- E. Immediate causes of World War I-assassination of Archduke Ferdinand

II. Conduct of the War

- A. Countries participating
    1. Central Powers
    2. Allied Powers
- B. New type of Warfare
- C. American entrance

III. Conclusion of the War

- A. Wilson's 14 Points
- B. Treaty of Versailles
    1. Different Allied objectives
    2. Major treaty provisions
        - a. Territorial
        - b. Colonial
        - c. Disarmament
        - d. War guilt and reparations
        - e. League of Nations

IV. Results

- A. Social
    1. World left aflame with hatred, intolerance, and extreme nationalism
    2. Death of the Old Order and birth of the modern world
    3. End of faith in reason (Increasing Intellectual Dispair)
    4. End of belief in man's control of his own destiny
    5. War destroyed sense of confidence and hopefulness-belief in progress
- B. Economic
    1. International trade suffered
    2. Economic dislocations caused by the war helped bring on the depression
    3. In Russia, the Communists seized power and introduced a new economic system
- C. Political
    1. United States emerged as a leading world power
    2. Three major European dynasties dethroned

    3. New national states arose in central Europe-several contained subject nationalities
    4. League of Nations established
    5. End of the age of European supremacy European history in the old sense came to an end
    6. Many European nations, beset by economic and political discontent, turned to dictatorship-notably Russia, Italy and Germany

V. Failure of peace efforts after World War I

- A. Treaty of Versailles
    1. Failed in its essential task - to settle the problem of Germany
    2. Not stern enough to eradicate the danger of German nationalism
    3. Not generous enough to permit reconciliation
- B. Failure of peace movement
    1. League of Nations
    2. Naval disarmament
    3. International pacts
    4. American Neutrality legislation

VI. Rise of dictators in Italy and Germany

- A. Fascism - Basic ideas
    1. Against democracy
    2. Dictatorship
    3. Extreme nationalism
    4. Against Marxism
- B. Factors explaining rise of fascism
    1. Economic distress
    2. Fear of Communism
    3. Appeal to nationalism
    4. Weak government
    5. Lack of democratic tradition
    6. Attack upon Jews in Germany
    7. Leadership of Mussolini and Hitler
- C. Nazis seize power in Germany
    1. Government-totalitarian
    2. Propaganda
    3. Education
    4. Science and culture
    5. Persecution of Jews
    6. Religion
    7. Women
    8. Labor
    9. Industry
    10. Militarism

D. Aggression 1931-39
    1. Manchuria
    2. Ethiopia
    3. German remilitarization
    4. Spain
    5. China
    6. Austria
    7. Czechoslovakia
    8. Albania
    9. Poland

E. Failure of appeasement and collective security

VII. Hitler

A. What was this man's source of power?
    1. Essential medium of his power was his speech-an actor
    2. Played on grievances and resentments of the German people-demagogue
    3. Careful attention to psychological factors in politics
        a. Mass emotion-Nuremberg rallies
        b. combined propaganda and terrorism-Gestapo, SS, and concentration camps
    4. No scruples or inhibitions
    5. No feeling for spiritual or emotional side of human life
    6. Brilliant politician without intellect or character

B. Basis of his political beliefs was a crude Darwinism
    1. Victory of strong over weak-domination
    2. Force rules
    3. Force creates right
    4. Superiority of Aryan race
    5. All that he hated embodied in Marxism and in the Jews-scapegoat

C. In chooseing to follow Hitler the German people must share in the responsibility for the war
    1. Nazism owed much of its character to a national tradition of discipline and obedience
        a. Worship of state-nationalism
        b. Militarism
    2. Depression brought about collapse of democracy
    3. Germans sought security in dictatorship

VIII. Causes of World War II

A. Basic causes-Axis philosophy and aggression
    1. Axis totalitarianism
    2. Axis militarism
    3. Axis nationalism
    4. Axis imperialism

- B. Subsidiary causes
    1. Failure of appeasement
    2. Failure of collective security
    3. American neutrality legislation

IX. Conduct of the War

- A. Initial German successes
- B. England stands alone
- C. American preparedness and aid to allies
- D. Axis amkes two mistakes
- E. Victory in Europe
- F. Victory in the Pacific

X. Significant facts describing the war

- A. Total war
- B. Global war
- C. Scientific progress
- D. Major role of the airplane

XI. Results

- A. Most costly and destructive war in history
- B. Economic recovery
- C. Refugees and displaced persons
- D. U.S. and Russia emerged as major world powers and came into conflict in the Cold War
- E. Russia acquired an empire of Communist satellite nations
- F. Asian and African colonial peoples embraced intense nationalism and hastened downfall of Western imperialism
- G. The Atomic Age brought the problem of achieving international control of atomic energy
- H. Nuremberg Trials
- I. German occupation zones
- J. Formation of United Nations

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AMERICAN HISTORY

1946
1917
1863
1776
1492
1066

ELEVENTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The instructional objectives and content outline contained in this guide were prepared by Mr. Frank Wright.

Other teachers of this course who contributed suggestions for its improvement are Mrs. Dorothy Southrey, Mr. James Smith, Mr. Joseph Smida, Mr. Kenneth Miller, Mr. Ronald McGee, Mr. John Flathmann and Mr. Arthur Scott.

PREFACE

This course is the second in a two course sequence in American history. The eighth grade course traces the period from the beginnings of our history to the Civil War Era. This course covers the period from the end of the Civil War Era to the present.

Common to the organization of both courses is an interdisciplinary format which draws on concepts from geography. Political science and economics as well as history. Both courses examine American history from a chronological point of view.

Students are encouraged to identify the major trends in American history as well as the key personalities and events. There is an appropriate emphasis on the experiences of minority groups and the role of women in the American past. An appreciation for our rich heritage and pride in our country's accomplishments are major goals.

This course begins with a study of the rise of the United States as an industrial and military power and concludes with an examination of the immediate past.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 - American Neighbors
Grade 7 - Geography
Grade 8 - American History

High School

Grade 9 - Cultures of the Non-Western World
Grade 10 - Cultures of the Western World
Grade 11 - American History
Grade 12 - Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
    A. American Neighbors - Grade 6
        1. Latin America
        2. Canada
    B. Non-Western World - Grade 9
        1. Africa and the Middle East
        2. China and Japan
        3. India and S.E. Asia
    C. Western World - Grade 10
        1. Europe
        2. U.S.S.R.
II. American Studies
    A. American history - Grade 8
        1. Beginnings to 1877
    B. American history - Grade 11
        1. 1877 to the present

II. American Studies (cont'd)

  C. Government and Economics - Grade 12

    1. Local, state and national government

    2. American economic system

III. Geographic Studies

  A. Geography - Grade 7

    1. Semester devoted to basic concepts

    2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff
Supervisor of Social Science, K-12

ELEVENTH GRADE AMERICAN HISTORY

Time Allocations for Units

First Semester

Unit I	Rebuilding the Nation	3 weeks
Unit II	The Rise of Industrialism	4 weeks
Unit III	The Progressive Era	3 weeks
Unit IV	The United States Becomes a World Power	3 weeks
Unit V	The United States Enters the First World War	2 weeks
Unit VI	The "Golden Twenties"	4 weeks

Second Semester

Unit VII	The New Deal	4 weeks
Unit VIII	The Second World War	4 weeks
Unit IX	The Cold War Era	4 weeks
Unit X	Detente and Rapid Change	5 weeks

ELEVENTH GRADE AMERICAN HISTORY

TEXT - UNIT CORRELATION*

Unit I - Rebuilding the Nation

- Chapter 2: Democracy Undergoes Severe Trials
- Chapter 3: Americans Conquer "The Last Frontier"

Unit II - The Rise of Industrialism

- Chapter 4: Business Leaders Spur the Growth of American Industry
- Chapter 5: Farmers Revolt Against Big Business Practices
- Chapter 6: The Struggle of American Workers to Organize
- Chapter 7: Changing Ways of Life in the New Industrial Age

Unit III - The Progressive Era

- Chapter 8: The Start of Reforms Under the Square Deal
- Chapter 9: The Extension of Reforms Under the "New Freedom"
- Chapter 10: The "Big Change" in American Ways of Life

Unit IV - The United States Becomes a World Power

- Chapter 11: American Expansion Overseas
- Chapter 12: American Expansion in the Caribbean

Unit V - The United States Enters World War I

- Chapter 13: America's Entry into World War I

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*Chapters are found in various editions of Rise of the American Nation, Harcourt, Brace, Jovanovich.

Unit VI - The "Golden Twenties"

Chapter 14: From Prosperity to Economic Collapse

Chapter 15: American Rejection of World Leadership

Chapter 16: An Accelerated Pace of Living in the "Golden Twenties"

Unit VII - The New Deal

Chapter 17: Undertaking a Great Experiment

Chapter 18: The Great Experiment on Trial

Unit VIII - The Second World War

Chapter 19: Moving from Isolationism into War

Chapter 20: Americans in the Second World War

Unit IX - The Cold War Era

Chapter 21: Developments on the Domestic Front

Chapter 22: The Challenges of World Leadership

Unit X - Detente and Social Change

Chapter 23: Re-examining the Nation's Role in World Affairs

Chapter 24: New Challenges for the American People

Chapter 25: America in an Era of Rapid Growth and Change

UNIT I - REBUILDING THE NATION

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.1	describe how the civil service system corrected some of the abuses of the "spoils system".
11.2	explain the impact of the transcontinental railroad on the frontier and on post-war economic development.
11.3	identify at least three groups who settled in the Far West.
11.4	describe the reasons for conflict between ranchers and homesteaders.

CONTENT OUTLINE

A. An Era of Political Corruption

  1. The Grant Administration

    a. Personal involvement of Grant
    b. Credit Mobilier Scandal
    c. Other Scandals
    d. Call for Reform

      (1) Election of 1872
      (2) The Liberal Republicans

  2. The Hayes Administration

    a. End of Reconstruction

      (1) Election of 1876
      (2) Payoff to Southern Supporters of G.O.P.

    b. Sound vs. Cheap Money

      (1) Greenbacks
      (2) "Free" silver

  3. The Garfield and Arthur Administrations

    a. Pendleton Act
    b. Chinese Immigration Act
    c. "Pork Barrel" Appropriations

4. The First Cleveland Administration

    a. Struggle over Civil Service
    b. Fight for Tariff Reform
    c. The Pension Controversy
    d. The Interstate Commerce Act

5. The Harrison Administration

    a. The "Billion Dollar" Congress
    b. Sherman Antitrust Act
    c. Sherman Silver Purchase Act

6. The Second Cleveland Administration

    a. The Panic of 1893
    b. Repeal of Silver Purchase Act
    c. Gold Deal with J. P. Morgan
    d. Wilson-Gorman Tariff
    e. Public Opposition to Unions

        (1) Pullman Strike
        (2) Homestead Strike

    f. Coxey's Army - 1894

7. The Election of 1896

B. Conquering the "Last Frontier"

1. The "Century of Dishonor"

    a. Desire for Indian Lands
    b. Destruction of the Buffalo
    c. The Battle of Little Big Horn
    d. Reservation Life
    e. Dawes Act of 1887

        (1) "Americanization"
        (2) Land Ownership

2. The Cattle Kingdom

    a. The "Long Drive"
    b. "Cow Towns"
    c. Role of the Railroads
    d. Range Wars

3. The Mining Frontier
    a. The Lure of Gold
        (1) "Forty-Niners"
        (2) "Fifty-Niners"
    b. Life in the "boom towns"
        (1) "Vigilantes"
        (2) Contribution to literature
4. The Farming Frontier
    a. Immigrants Go West
    b. Role of the Railroads
    c. Fencing in the Range
    d. Mechanical Inventions
    e. Morrill Act
5. Admission of New States
6. Closing of the Frontier

UNIT II - THE RISE OF INDUSTRIALISM

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.5	identify the following economic terms: Capital, stock, dividends, profit, output per man hour, economies of scale, monopoly.
11.6	explain the causes of the economic growth of the United States during the late nineteenth century.
11.7	explain why the Populist political platform was the most radical statement to emerge up to that time.
11.8	describe the effect on farmers of the government's position on cheap money, greenbacks, and "free silver".
11.9	identify key historical developments in the growth of the labor movement.
11.10	identify the following union terms: Trade union, collective bargaining, A. F. of L., strike, strike breaker.
11.11	what role did increased immigration play in American society.
11.12	what were the social characteristics of the Gilded Age.
11.13	explain several causes of the panic of 1893.
11.14	explain why Coxey's Army and the Pullman Strike led to government intervention.
11.15	Compare the positions of William Jennings Bryan and William McKinley on the gold standard.

CONTENT OUTLINE

A. An Era of Industrial Growth

  1. Big Business

    a. Reasons for Growth

      (1) Mass production
      (2) New ways of retailing

    b. Business organizations

      (1) Partnerships
      (2) Corporations

        (i) trusts

2. Government Regulation
    - a. Sherman Antitrust Law
    - b. U.S. vs. E. C. Knight Co.

3. New Industrial Elite
    - a. Cornelius Vanderbilt
    - b. Andrew Carnegie
    - c. John D. Rockefeller

B. Revolt of the Farmers

1. Economic Problems
    - a. Overproduction
    - b. High costs
    - c. Debit and credit
    - d. Shortage of money
    - e. The railroads

2. Attempts at Reform
    - a. The Grange Movement
    - b. The Greenback Movement
    - c. Farmers Alliance

3. Paper Money and Silver
    - a. Increased circulation issue
    - b. Silver issue
        - (1) Bland-Allison Act
        - (2) Sherman Silver Purchase Act

4. The Populist Party
    - a. 1891 - Year of birth
    - b. Farmers "Declaration of Independence"
    - c. Populist Demands
        - (1) increase in currency
        - (2) government ownership
        - (3) income tax
        - (4) political reforms
    - d. The election of 1892
    - e. Depression of 1893
    - f. The election of 1896
        - (1) William Jennings Bryan
        - (2) William McKinley
    - g. Failure of the movement

C. The Labor Movement

  1. Labor Unrest

    a. Molly Maguires and Pennsylvania Coal
    b. Railroad Strike of 1877
    c. Homestead Strike
    d. Haymarket "Riot" - 1886

  2. Formation of Labor Organization

    a. Knights of Labor
    b. American Federation of Labor

D. An Era of Social Change 1865 - 1900

  1. Immigration

    a. Eastern European Wave
    b. Oriental Influx
    c. Restrictions

      (1) Chinese Exclusion Act

  2. Urban Life

    a. Role of Education
    b. Growth of Newspapers and Magazines
    c. New Trends in Architecture
    d. Leisure Pursuits

UNIT III - THE PROGRESSIVE ERA

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.16	explain when the Progressive Era occurred and describe its characteristics.
11.17	give several specific illustrations of how muckrakers were able to influence public opinion during the Progressive Era.
11.18	describe Theodore Roosevelt's role in the Progressive movement on the national level.
11.19	identify several influential Progressives and match them with their accomplishments.
11.20	explain how President Taft's difficulty in carrying out Theodore Roosevelt's Progressive programs resulted in a split in the Republican Party.
11.21	explain the effect that Woodrow Wilson had on the Progressive Era and list three major accomplishments of Wilson's domestic program which are with us today.
11.22	describe the origin of the "Bull Moose" party.

CONTENT OUTLINE

A. The Election of 1900 and Succession of Theodore Roosevelt

B. Reform

1. Progressive Mind (include Booker T. Washington v. W. E. B. Dubois)
2. Muckrakers
3. Political, economic and social reforms

C. Roosevelt's Domestic Program

1. Anthracite Coal Strike
2. "Trust Busting"
3. Pure Food and Drug Acts
4. Conservation
5. Panic of 1907
6. (Brownsville, Texas, Incident)

D. Roosevelt's Participation in World Affairs

1. Panama Canal
2. Roosevelt Corollary
3. Peacemaker in Russo-Japanese War
4. Gentlemen's Agreement
5. Bettleship Diplomacy

E. Taft Administration at Home

  1. Payne-Aldrich Bill
  2. Ballinger-Pinchot Controversy
  3. Insurgent Uprising
  4. Taft and "trust busting"

F. Taft in Foreign Affairs

  1. Canadian Reciprocity
  2. "Dollar Diplomacy"

G. Election of 1912

H. Wilson's Domestic Program

  1. Underwood Tariff
  2. Federal Reserve System
  3. Clayton Act
  4. Federal Trade Commission
  5. Adamson Act

I. Non-European Foreign Relations under Wilson

  1. Alien Land Crisis
  2. Panama Canal Tolls Controversy
  3. Mexico

UNIT IV - THE UNITED STATES BECOMES A WORLD POWER

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.23	list several reasons for the nation's growing interest in overseas expansion.
11.24	list four causes for America's entry into the war against Spain.
11.25	locate on a map those areas obtained by the United States as a result of the war with Spain.
11.26	express in writing arguments for and against United States control over the Philippines.
11.27	explain isolationism as an approach to United States foreign policy.

CONTENT OUTLINE

A. Imperialism and United States Foreign Policy

1. Reasons for Imperialism
    - a. Public support
    - b. End of the frontier
    - c. Economic pressure
    - d. Manifest "destiny"

B. Causes of the Spanish-American War

1. Spanish misrule in Cuba
2. "Yellow Journalism"
3. "Remember the Maine"
4. Spanish Concessions

C. Military Operations of the Spanish American War

1. Dewey at Manila Bay
2. Destruction of Cevera's Fleet
3. Land Warfare in Cuba
    - a. Poor preparation
    - b. "Rough Riders" and San Juan Hill
    - c. Role of Tenth Cavalry

D. Aftermath of the War

  1. Treaty of Paris - 1898
  2. Territorial Gains of the United States

    a. Puerto Rico
    b. Guam
    c. Philippines

      (1) Filipino insurrection

  3. Divided Public Opinion

E. United States Accusition of Hawaii

F. Far East Foreign Policy

  1. Open Door Policy
  2. Boxer Rebellion

G. United States Relations with Japan

UNIT V - THE UNITED STATES ENTERS THE FIRST WORLD WAR

CODE	UPON COMPLETION OF THIS UNIT THE STUDENTS WILL BE ABLE TO:
11.28	list five causes, underlying or immediate, leading to the start of World War I.
11.29	explain the failure of American attempts to remain neutral.
11.30	write a description of conditions on the "home front" during World War I.
11.31	list three major campaigns in which American forces were involved in World War I.
11.32	match the members of the "Big Four" with the countries which they represented.
11.33	explain the origin of the war debt problem.

CONTENT OUTLINE

A. Background for War

1. Nationalism, alliances, colonialism, militarism
2. Assassination and ultimatum
3. Invasion of Belgium
4. Entry of Great Britain and other nations

B. American Neutrality

1. Sympathy
2. Propaganda
3. Economic ties
4. International law - contraband, continuous voyage, blockade
5. Submarine warfare - Lusitania, Arabic, Sussex
6. Pressures for preparedness

C. Election of 1916

D. Renewed Effort at Mediation

1. U-boat Declaration
2. Break with Berlin
3. Zimmerman Telegram
4. Attacks on American ships

E. American Participation

1. Wilson's war message
2. American war spirit
    a. Selective Service
    b. Financing the war
    c. Public opinion
    d. Wartime agencies
    e. Labor and the war
3. The Expeditionary Force
    a. Campaigns - Chateau-Thierry, Saint Mihiel, Mrudr-Sthonnr
    b. Contributions of victory
4. Fourteen Points
5. Armistice

F. Peace Making

1. "Big Four"
2. Secret Treaties
3. Treaty of Versailles and League of Nations

G. The Senate and the Treaty

UNIT VI - THE "GOLDEN TWENTIES"

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.34	list the social changes in American life precipitated by post World War I prosperity.
11.35	describe the task of returning from a wartime to a peacetime basis of economic production.
11.36	describe the conservative political philosophy of the Republican administrations during the 1920's.
11.37	cite examples of the weaknesses in the American economy during the 1920's which led to the Great Depression.
11.38	describe the ramifications of the 18th Amendment on life in America.

CONTENT OUTLINE

A. Demobilization

1. Soldiers to civilians
2. Demobilizing the economy

B. Labor in Post-War Era

1. Boston Police strike
2. Steel strike
3. Coal strike

C. The Red Scare

1. Palmer Raids
2. Wall Street bombing
3. Sacco Vanzetti
4. Intolerence against Blacks, Jews and Catholics

D. Election of 1920

E. Domestic Program of Harding - "Return to Normalcy"

1. Bureau of the Budget
2. Emergency Tariff Act and Fordney-McCumber Tariff
3. Tax reduction
4. Emergency Quota Act and Immigration Act of 1924

F. Harding's Foreign Policy

1. Separate peace
2. Non-recognition of Soviet Union
3. Washington Conference

G. Harding's Death and Scandals

1. Oil scandals
2. Veterans affairs
3. Prohibition graft

H. Coolidge's Administration

1. Business boom
2. Farm problem

I. Coolidge's Foreign Policy

1. War debts
2. Kellogg-Briand Pact
3. Latin America
    a. Nicaragua
    b. Mexico

J. Election of 1928

K. Hoover's Domestic Program

1. Prohibition
2. Hoover and the farmers
3. Wall Street crash
4. Business depression
    a. "Rugged individualism"
    b. R.F.C.
    c. Threat of revolution
        (1) Farm holiday
        (2) B.E.F.

L. Hoover's Foreign Policy

1. London Conference
2. Moratorium
3. Hoover-Stimson Doctrine
4. Bad neighborism to good

UNIT VII - THE NEW DEAL

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.39	describe the plight of the American people during the Great Depression.
11.40	give examples of how Franklin D. Roosevelt and the New Dealers expanded the power of the Presidency and the Federal Government during the 1930"s.
11.41	identify how the New Deal affected American business, industrial workers, women, farmers, Blacks, and other minorities.
11.42	provide examples of extremist influences on New Deal programs.
11.43	compare Franklin D. Roosevelt's economic approach to combating the Depression with that of Herbert Hoover.

CONTENT OUTLINE

A. Election of 1932

1. Lame Duck period
2. "Brain Trust"

B. Monetary Legislation

1. Bank holiday
2. Repudiation of the gold standard
3. Deflation of the dollar
4. Truth in Securities Act
5. Securities Exchange Commission

C. Relief

1. CCC
2. FERA
3. HOLC
4. FHA
5. WPA
6. NYA

D. Recovery and Reform

1. PWA
2. NRA
3. TVA
4. AAA
5. Social Security

E. Radical Opposition

   1. Huey Long
   2. Dr. Francis E. Townsend
   3. Rev. Charles E. Coughlin

F. Election of 1936

   1. Liberty League
   2. (Switch in Black voting patterns)
   3. FDR landslide

G. Battle Over Court Reorganization - "Court Packing"

H. Recession of 1937-38

I. Labor and the New Deal

   1. Effect of Wagner Act
   2. CIO and "sit-down" strikes
   3. Fair Labor Standards Act

UNIT VIII - THE SECOND WORLD WAR

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.44	write a description of conditions on the "home front" during World War II.
11.45	cite arguments for and against the internment of Japanese-Americans during World War II.
11.46	cite arguments for and against the use of the atomic bomb by the United States.
11.47	explain the complexities of fighting a two-ocean war.
11.48	explain the impact of American industry on the Allied war effort.
11.49	trace the realignment of power in Europe as a result of World War II.
11.50	list the important battles and turning points of World War II.

CONTENT OUTLINE

A. FDR's Foreign Policy 1933-41

1. Recognition of Soviet Union
2. Philippine independence
3. The Good Neighbor Policy
4. Totalitarian agression

   a. China
   b. Africa
   c. German expansion

5. Rise of isolationism

   a. Reasons

      (1) depression
      (2) war debts
      (3) Nye Committee

6. Neutrality legislation
7. Destroyer-base deal
8. Lend-Lease
9. Atlantic Charter
10. Effect of war on 1940 election

11. Battle of the Atlantic

    a. Arming merchant ships
    b. Repeal of all neutrality legislation

12. Japanese-American relations

B. America at War

1. Attack on Pearl Harbor
2. War and the people

    a. Selective Service
    b. Internment of Japanese-Americans
    c. War Production

        (1) WPB
        (2) OPA
        (3) (Dr. Charles Drew and plasma)
        (4) (A. Phillip Randolph and planned march on Washington)

3. American strategy

    a. Europe first
    b. Second front

        (1) invasion of North Africa
        (2) invasion of Italy
        (3) battles to control the sea and air

    c. Attack on the continent

        (1) D-Day
        (2) re-conquest of France
        (3) battle of Germany
        (4) Yalta Conference
        (5) death of FDR
        (6) collapse of Germany - V-E Day

    d. War in the Pacific

        (1) extent of Japanese conquests
        (2) turn of the tide
        (3) island-hopping
        (4) re-conquest of philippines
        (5) Potsdam Conference
        (6) atomic bomb
        (7) V-J Day

UNIT IX - THE COLD WAR ERA

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.51	state the main provisions of the Taft-Hartley Act.
11.52	state the main innovations of the Reorganization Act of 1949 (Dept. of Defense, CIA and National Security Council).
11.53	explain how the outbreak of conflict in Korea and the concern about communism overshadowed the Fair Deal program.
11.54	describe how the U.S. responded to the post World War II shift in the balance of power by adopting a policy of containment toward the Soviet Union and strengthening its ties with its allies.
11.55	describe how Joseph McCarthy rose to power and finally lost credibility.
11.56	locate Korea on a world map in relation to Japan, China, the Soviet Union, and the United States.
11.57	give arguments for and against the firing of MacArthur.
11.58	explain the ever present farm problem throughout the Eisenhower years and how the government attempted to solve the problem.
11.59	list under the headings of social, economic and political, the types of discrimination practices in the 1950's.
11.60	identify Orval Faubus, Rosa Parks, Martin Luther King, Jr., Warren Court, Brown v. Board of Education, de facto segregation.
11.61	define "brinksmanship" and explain how it became the pivot of U.S. foreign policy under Eisenhower.
11.62	compare the attitude of the U.S. government toward China in the 1950's to that of the U.S. government today.
11.63	explain how the Soviet launching of Sputnik raised questions about America's educational system.

CONTENT OUTLINE

A. Truman's Domestic Program

1. Demobilization
2. End of economic controls
3. G. I. Bill of Rights
4. Labor

    a. Coal strike
    b. Railroad strike
    c. Taft Hartley Act

5. National Security Act
6. Presidential Succession Act
7. Twenty-second Amendment
8. Election of 1948
9. Civil Rights by executive order
10. Attempts at health insurance and aid to education
11. Atomic energy
12. Combating communism at home

B. Truman and Foreign Affairs

1. United Nations
2. Truman Doctrine
3. Marshall Plan
4. Berlin airlift
5. Fall of China
6 NATO
7. Korean War

    a. Invasion by N. Korea
    b. Truman's action
    c. U. N. action
    d. Inchon landing
    e. Chinese communists in Korea
    f. Truman v. MacArthur
    g. Truce talks

C. Eisenhower's Domestic Program

1. Election of 1952
2. Tidelands oil
3. Social legislation
4. Eisenhower's farm problems
5. McCarthy's end
6. Brown v. Board of Education
7. Montgomery bus boycott
8. Election of 1956
9. (Central High School, Little Rock, Arkansas)
10. (Civil Right Act of 1957)
11. Recession of 1958
12. Alaska and Hawaii statehood
13. St. Lawrence Seaway
14. Eisenhower and labor

    a. Senate investigations
    b. Landrum-Griffin Act
    c. Steel strike of 1959

15. Sputnik

D. Eisenhower and Foreign Affairs

1. Crisis in Indo China

    a. U.S. aid to French
    b. Dienbienphy
    c. Geneva agreement

2. Organization of SEATO
3. Negotiations on nuclear matters
4. Revolt in Hungary
5. Suez Crisis
6. Eisenhower Doctrine
7. Quemoy and Matsu
8. Tensions with Russia over Berlin
9. Scheduled Summit Conference

    a. U-2 incident
    b. Wreck of summit hopes

10. Rise of Gastro in Cuba

UNIT X - DETENTE AND RAPID CHANGE

CODE	UPON THE COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
11.64	trace the involvement of the U.S. in the Bay of Pigs invasion and summarize the results.
11.65	explain why the Peace Corps and space program were the most popular and successful programs of the Kennedy administration.
11.66	review the events of the television debates between Kennedy and Nixon and point out the role of the media in influencing voters.
11.67	give arguments for and against the signing of the Nuclear Test Ban Treaty.
11.68	describe the events leading up to the Cuban missile crisis and the alternatives open to the Kennedy administration for meeting the crisis.
11.69	explain how the war in Vietnam tested the American "domino theory" of foreign policy.
11.70	cite examples of how the federal government responded to Black demands when the clamor for change was brought forth by James Meredith and Martin Luther King, Jr.
11.71	prepare a list of events that led to American involvement in Vietnam.
11.72	explain how the incident at the Tonkin Gulf expanded President Johnson's war making powers in Vietnam.
11.73	explain the "guns vs. butter" argument with respect to Vietnam and the Great Society.
11.74	describe how the election of 1968 was marked by violence in protest over continued American involvement in Vietnam.
11.75	compare the tactics of Ralph Nader to the earlier muckrakers and describe how consumer awareness has grown since Nader's exposes.
11.76	describe how the anti-war movement gained momentum as a result of the Cambodian invasion but diminished by the fall of 1970.
11.77	trace the events of Watergate that culminated with President Nixon's resignation from the presidency.
11.78	cite examples to show that U.S. diplomacy in the 1970's was aimed at withdrawing from involvement in southeast Asia, pursuing a policy of detente with the Soviet Union, and restoring relations with mainland China.

CONTENT OUTLINE

A. Opening of the New Frontier

- 1. Election of 1960
- 2. Economic recovery
- 3. Trouble with steel industry
- 4. Suffrage
    - a. 23rd Amendment
    - b. Supreme Court ruling of one man - one vote
- 5. (James Meredith and Ole Miss)

B. Kennedy's Foreign Policy

- 1. Bay of Pigs
- 2. Berlin Wall
- 3. Cuban missile crisis
- 4. Peace Corps
- 5. Alliance for Progress
- 6. Nuclear Test Ban Treaty
- 7. Deepening involvement in Vietnam

C. Assassination of JFK

D. Johnson's Domestic Program

- 1. LBJ's "honeymoon"
    - a. Tax cut
    - b b. Economic Opportunity Act
    - c. Election of 1964
- 2. The Great Society
    - a. Medicare
    - b. Voting Rights Act of 1965
    - c. Education legislation
    - d. Immigration legislation
    - e. 25th Amendment
- 3. Racial torment
    - a. Riots
    - b. Kerner Report
    - c. Doctor King's assassination

E. Johnson's Foreign Policy

1. Trouble over Canal Zone
2. Dominican Republic
3. Deeper involvement in Vietnam
4. Effect of Vietnam on election of 1968

F. "Forward Together"

1. Nixon's difficulties with Congress

   a. Supreme Court appointments
   b. Presidential veto power

2. Wage and price controls
3. Revenue sharing
4. Moon walk
5.

G. Foreign Affairs During Nixon's First Term

1. Vietnamization

   a. Anti-war protest
   b. "Pentagon Papers"
   c. Mai Lai incident
   d. Cambodian incursians

2. "Ping-pong diplomacy
3. Detente

H. Election of 1972

I. Domestic Affairs During Nixon's Second Term

1. Watergate
2. Impoundment of federal funds
3. Resignation of Agnew
4. Resignation of Richard Nixon

J. Domestic Problems of Gerald Ford

1. Nixon pardon
2. Tax rebate
3. Problems with a Democratic Congress

   a. Attempt to cut federal spending
   b. Energy crisis

4. Amnesty for draft evaders

K. Foreign Affairs During Ford's Administration

1. Failure of Vietnamization
2. Arab Oil Embargo
3. Middle East crisis
4. Continuation of SALT talks
5. Mayaguez incident

L. Election of 1976

1. Carter - The Outsider vs. Ford
2. Israel-Egypt Treaty
3. SALT II
4. Energy Crisis

    a. Gas lines
    b. Cost of fuel

5. Economic Problems

    a. Recession of 1979
    b. Double digit inflation

6. Camp David Meeting on Economic Issues - July 1979

GOVERNMENT & ECONOMICS

1946
1917
1863
1776
1492
1066

TWELFTH GRADE

SOCIAL SCIENCE

West Chester Area School District

DEDICATION

This instructional guide and the others which comprise the secondary social science curriculum are dedicated to Robert B. McCarter.

Dr. McCarter has supported the development of the social science curriculum in the positions of principal, Director of Secondary Education, and Director of Instruction. During the post-World War II era our curriculum has undergone two major periods of revision. During the 1950's and 1960's, Dr. McCarter served as Chairman of the University of Pennsylvania Study Council B Social Studies Curriculum Committee. During this period the first articulated curriculum guides were developed for grades 7-12. These guides were published by the University of Pennsylvania and used by a consortium of school districts in Eastern Pennsylvania.

During the 1970's these original guides were updated and cast in a systems model with precise instructional objectives. Overlapping of content was eliminated and teacher-tested guides have been published in a three-ring notebook format.

Dr. McCarter's contributions to social education have gone beyond support for curriculum development. He has involved the school district in a variety of community civic and historical projects. He has served as a model of a dedicated and judicious educational leader.

The social science department salutes Dr. McCarter on the occasion of his retirement. It has been our pleasure to work with this dedicated leader.

ACKNOWLEDGEMENTS

The government section of this guide was expanded by Mr. George Hancock from an earlier document developed by Mr. Robert Friday, Mrs. Barbara Falini, Mr. Lyle Bliss and Mr. George Hancock.

The objectives were written by Mr. George Hancock, Mrs. Barbara Falini, Mr. Rodman Weston, Mr. Robert Rosenberger and Mr. Frank Wright.

The economics section of this guide was revised by Mrs. Barbara Falini, Mr. Robert Rosenberger and Mr. Frank Wright from an earlier document developed by Mr. Lyle Bliss, Mrs. Barbara Falini, Mr. Lawrence Hoffman and Mr. Robert Rosenberger.

Other teachers of the course who contributed suggestions for improvement are Mr. David Keyser and Mr. Charles Zeiders.

PREFACE

This course is comprised of two disinct areas of study. The first sixty per cent of the course deals with an examination of American political institutions and processes. The remaining forty per cent of the course focuses on the American economic system.

In both parts of the course an attempt is made to balance a study of basic concepts and knowledge with their practical applications. The government component deals with propaganda, how to be heard by political leaders, and how to influence the system. Likewise, consumer economics receives appropriate attention with an emphasis on wise economic decision making.

This course culminates the social science curriculum. This course was reserved for high school seniors because of the level of difficulty of some of its concepts, as well as its relevance to students who are about to take their places in the real world of work. This course builds on the two years of American history which proceeded it. Other courses such as world cultures and geography also contributes to a more sophisticated understanding of man and his environment.

INTRODUCTION

This course is part of a carefully organized social science learning continuum which orginates in first grade and culminates during the senior year of high school. In the elementary grades the program consists of a series of units. Beginning at the middle school level a year-long course is required. The secondary social science curriculum is sequenced as follows:

Middle School

Grade 6 - American Neighbors
Grade 7 - Geography
Grade 8 - American History

High School

Grade 9 - Cultures of the Non-Western World
Grade 10 - Cultures of the Western World
Grade 11 - American History
Grade 12 - Government and Economics

In addition to the required curriculum the opportunity exists to take elective courses in social science at both the middle school and high school levels.

The social science curriculum is articulated with the aim of providing students with a comprehensive understanding of man and his world. There are three world cultures courses which provide a global point of view.

The commonality of the human experience is presented along with the reality of increasing world interdependency. Complementing the global focus is the study of American history and institutions.

The secondary curriculum is evenly divided between three world cultures courses and three American studies courses. The seventh course - geography - provides the setting for both areas of emphasis.

Among the critics of social education are those who would see the curriculum devoted extensively to American history. Opposed to this stance are those who would greatly emphasize the idea of the "global village". Our curriculum strikes a balance between these two extremes. The following illustrates this balance:

I. World Studies
  A. American Neighbors - Grade 6
    1. Latin America
    2. Canada
  B. Non-Western World - Grade 9
    1. Africa and the Middle East
    2. China and Japan
    3. India and S.E. Asia
  C. Western World - Grade 10
    1. Europe
    2. U.S.S.R.
II. American Studies
  A. American history - Grade 8
    1. Beginnings to 1877
  B. American history - Grade 11
    1. 1877 to the present

II. American Studies (cont'd)

C. Government and Economics - Grade 12

1. Local, state and national government

2. American economic system

III. Geographic Studies

A. Geography - Grade 7

1. Semester devoted to basic concepts

2. Semester on Regions of the United States

The instructional guide for each course contains three basic components.

Time Allocations for Units

A chart is included in each guide which indicates the number of weeks to be spent on each unit. It is, of course, possible to spend much more time than is indicated. This option is not open to the teacher. Careful thought and group consensus have been used to determine the time allocations. Sometimes an undue emphasis will be placed on certain units at the expense of others. This has led to the familiar student complaint, for example in American history, that "we never got past World War II". Our curriculum attempts to give a comprehensive and well-balanced program of study. Failure to follow the time allocations will lead to shortchanging students of part of their basic education.

Instructional Objectives

Every unit contained in an instructional guide is accompanied by a set of minimal objectives. These objectives serve as the skeleton of every course. The goal of social science instruction is to have every student learn these objectives.

The minimal objectives provide the essential learnings of every course. Every fact, concept, or understanding contained in the content outline is not equal in terms of value. These objectives have been written and revised by the teachers of every course to provide the basic building blocks of learning.

The systematic testing program is referenced to these objectives. It will soon be possible to monitor the ability of all students as they progress through the social science learning continuum. Our locally produced, objectives-referenced

achievement tests will provide useful information for students and teachers.

Each teacher has the option of creating objectives for advanced students as required. Most of the minimal objectives fall in the knowledge and comprehension categories in Bloom's taxonomy of cognitive objectives. A small percentage may be classified at the higher levels of application and analysis.

All of the minimal objectives for grades 1 - 12 are compiled in a companion document, the Social Science Objectives Continuum, which is updated biannually. Some of the objectives of the social science curriculum are such that they can not be assigned to a particular unit. These objectives refer to skills which are acquired over time. Examples are research skills, critical thinking skills, and values. These objectives are listed in the Social Science Objectives Continuum. They need to be implemented in a coordinated manner by all the teachers at the middle school and high school level.

Content Outline

The content outline provided in each instructional guide is a blueprint for teaching. It is not intended to be an exhaustive and scholarly document. This outline identifies what is a reasonable course of study at a particular grade level. The content outlines for every course have been developed by teachers with long experience and an appreciation of what is important in each field of study.

It is unlikely, even with an advanced class, that more than is contained in the outline will be taught. The minimum objectives provide a guide to the essentials of every course.

Because a content outline is provided, we do not sanction a simplistic expository teaching method. Attempting to have students function on a rote level of learning is not all we want to have occur. The "jug-mug" theory of learning

suggests that knowledge can be poured into the student the same way liquid can be poured from a mug into a jug. Unfortunately, retention studies have shown that knowledge learned only to pass a test or please a teacher is quickly dissipated. However, the "gardener-plant" theory of learning points out that it is the student who does the learning. The teacher can provide the proper climate of praise and encouragement along with enticing activities and experiences. If the conditions are right, learning will take place.

One sometimes hears the analogy of the horse which is led to water but cannot be made to drink. This can be an excuse for the teacher who lacks enthusiasum and insight. The secret, as every horse lover knows, is to make the horse thirsty. When our students thirst for knowledge, learning will take care of itself.

Larry B. Woodruff

Supervisor of Social Science, K-12

Twelfth Grade Government and Economics

Time Allotment for Units
(Non-Academic)

First Semester

Unit I - Political Institutions and Ideas - 1 Week

Unit II - The Heritage of American Government - 2 Weeks

Unit III - Public Opinion, Pressure Groups, and Political Parties - 3 Weeks

Unit IV - Suffrage, Nominations, and Elections - 2 Weeks

Unit V - Congress and National Legislation - 3 Weeks

Unit VI - The Executive Branch - 4 Weeks

Unit VII - The National and State Judiciaries - 2 Weeks

Second Semester

Unit VIII - State and Local Governments - 3 Weeks

Unit IX - Introduction to Economics - 1 Week

Unit X - Overview of the Economic System - 2 Weeks

Unit XI - Banking, Money and Credit - 4 Weeks

Unit XII - Taxes - 2 Weeks

Unit XIII - Housing and Major Purchases - 3 Weeks

Unit XIV - Protecting the Future - 1 Week

Unit XV - Aids to the Consumer - 1 Week

Twelfth Grade Government and Economics

Time Allotment for Units
(Academic)

First Semester

Unit I - Political Institutions and Ideas - 1 Week

Unit II - The Heritage of American Government - 2 Weeks

Unit III - Public Opinion, Pressure Groups, and Political Parties - 3 Weeks

Unit IV - Suffrage, Nominations, and Elections - 2 Weeks

Unit V - Congress and National Legislation - 3 Weeks

Unit VI - The Executive Branch and National Policy - 4 Weeks

Unit VII - The National and State Judiciaries - 2 Weeks

Second Semester

Unit VIII - State and Local Governments - 3 Weeks

Unit IX - Introduction to Economics - 1 Week

Unit X - Overview of the American Economic System - 5 Weeks

Unit XI - Banking, Money and Credit - 3 Weeks

Unit XII - Taxes - 1 Week

Unit XIII - Housing and Major Purchases - 2 Weeks

Unit XIV - Protecting the Future - 1 Week

Unit XV - Aids to Consumers - 1 Week

UNIT I - POLITICAL INSTITUTIONS AND IDEAS

CODE Upon the completion of this unit students will be able to

12.1 identify the elements present in the modern national state and differentiate the national state from other of the world's political subdivisions.

12.2 recognize the classifications of governments according to systems of national and local administration and according to the form of the central government.

12.3 identify the principal characteristics which distinguish constitutional democracies from dictatorships in the modern world.

UNIT ONE: POLITICAL INSTITUTIONS AND IDEAS

Political institutions with the authority to make and enforce laws -- in other words, governments -- have been common to both civilized and primitive societies. Some form of government has always been essential to group life.

I. Differences in Governments: The following factors help explain the many differences among the forms and procedures of the governments of the world:

A. geography
B. climate
C. history
D. customs
E. resources
F. degree of enlightenment

II. Political Divisions of the World: Following are the major types of political units found in the world during the 20th century:

A. national state
B. dominions
C. protectorates
D. trusts (mandate territories)
E. colonies

III. Evolution of the National State: The national state grows largely through the roots of European history.

A. the city-state in the ancient Mediterranean world.
B. feudalism as a political and economic institution.
C. post-renaissance growth of national states in Europe.

IV. The Modern National State: Over 150 independent national states exist in today's world. A NATIONAL STATE IS A PERMANENT ASSOCIATION OF PEOPLE, POLITICALLY ORGANIZED UPON A DEFINITE TERRITORY, AND HABITUALLY OBEYING THE SAME AUTONOMOUS GOVERNMENT. Thus, for a national state to exist, the following elements must be present:

A. population
B. territory
C. political organization
D. unity
E. sovereignty

V. Forms of Government: An observer of governments today should be impressed with both their variety and their similarity. The following are the most meaningful classifications of governments:

- A. classification by system of national and local administration:
  - 1. unitary
  - 2. federal
- B. classification by the form of the central government:
  - 1. parliamentary
  - 2. presidential
- C. classification by the philosophy on liberty and human rights:
  - 1. constitutional democracy:
    - a. representative government
    - b. limited government (constitutionalism)
    - c. coexistence of majority rule and minority rights
  - 2. dictatorship (despotism):
    - a. unifying doctrine, myth, or personality
    - b. arbitrary authority
    - c. political police
    - d. single-party monopoly (modern dictatorships)
    - e. coercion and administrative (non-judicial) punishment
    - f. leading forms of dictatorships:
      - 1. absolute monarchy
      - 2. fascism
      - 3. communism

VI. The Role of Government in Society: Some form of government is necessary in all societies. From primitive to sophistocated societies, however, there is and has been wide disagreement over the proper role for government. Following are some of the classifications of philosophies relating to the role of government in society:

- A. anarchism
- B. individualism
- C. progressivism
- D. collectivism

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UNIT II - THE HERITAGE OF AMERICAN GOVERNMENT

CODE Upon the completion of this unit students will be able to

12.4 identify and demonstrate understanding of the significance of the basic principles of American government which grew from the British heritage and the colonial period:

ordered government;
limited government;
representative government.

12.5 identify, differentiate among, and demonstrate understanding of the following basic principles contained in the United States Constitution:

popular sovereignty;
federalism;
representative government;
limited government;
separation of powers;
judicial review.

12.6 identify and compare the significance of the various methods by which the United States Constitution may be changed.

12.7 differentiate among and show their understanding of the following aspects of constitutional liberties in the United States today:

rights are relative, not absolute;
procedureal and substantive due
process of law;
religious faith and practive;
the First Amendment freedoms;
fair play for accused persons.

UNIT TWO: THE HERITAGE OF AMERICAN GOVERNMENT

Contrary to what many Americans believe, the American system of government was not the spontaneous creation of the "Founding Fathers." Rather, its foundations may be traced to the very beginnings of Western Civilization.

I. The Pre-Independence Period: While people from many European nations explored and settled in North America, the British had the greatest political impact.

    A. The English heritage:

        1. ordered government
        2. limited government:

            a. the Magna Carta
            b. the growth of Parliament
            c. Cromwell and the Commonwealth
            d. the "Glorious Revolution":

                (1) the "Bill of Rights"
                (2) the "Act of Toleration"

        3. representative government

    B. Relations between the Colonies and England:

        1. types of colonies:

            a. Royal colonies
            b. proprietary colonies
            c. charter colonies

        2. roots of the American Revolution

            a. long period of British inattention to the Colonies
            b. growth of American colonial political institutions
            c. The French and Indian Wars and their repercussions
            d. British use of the Colonies for economic gain
            e. Acts of Parliament and George III in the early 1770's
            f. the "Albany Plan"
            g. the "Stamp Act Congress"
            h. Committees of Correspondence
            i. the "First Continental Congress"

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C. Revolution and Independence:

1. The Second Continental Congress
2. The Declaration of Independence and its fundamental principles:
    a. natural law
    b. the natural rights of man
    c. the right to revolution
    d. social contract
    e. popular sovereignty
3. The Articles of Confederation:
    a. developing the Articles
    b. government under the Articles
    c. the nature of the confederation
    d. weaknesses of the Articles as a foundation of national government
    e. successes of the Articles
    f. how the Articles influenced the Constitutional Convention of 1787

II. Framing and Adopting the Federal Constitution: With the knowledge that several States had already appointed delegates to a convention, Congress adopted a resolution in February, 1787, calling upon the States to send delegates to Philadelphia to revise the Articles of Confederation.

A. Roots of American national unity:

1. a shared, common language
2. common legal and political institutions
3. common enemies
4. common success in achieving independence from England

B. The influence of writers from the "Age of Reason" upon the authors of the Constitution:

1. Blackstone: Commentaries on the Laws of England
2. Locke: Two Treatises on Civil Government
3. Montesquieu: The Spirit of Laws
4. Rousseau: The Social Contract
5. Hobbes: Leviathan

C. Major elements of the Constitutional Convention:

1. the decision to draft a new constitution
2. the Virginia Plan
3. the New Jersey Plan
4. the Great (Connecticut) Compromise
5. choosing and structuring the executive

D. The campaign for ratification of the Constitution:

1. reasons for opposition
2. reasons for ratification
3. the Federalist Papers

III. Constitutional Principles and Methods of Change: The Constitution was not a "revolutionary" document but was established to implement what was regarded then as a "strong" central government. Its provisions are built around several fundamental principles of crucial importance.

A. Popular sovereignty:

1. sovereignty resides in the people of the whole nation
2. sovereignty is exercised through the Constitution
3. sovereignty and the "right to revolution"

B. Federalism
C. National supremacy
D. Representative government (the "republican principle")
E. Civilian supremacy over the military
F. Limited government (constitutionalism)
G. Separation of powers (the presidential system)
H. Judicial review
I. Methods of changing the Constitution:

1. formal amendment:

a. processes of amendment
b. major amendments attached to the Constitution:

(1) 1st -- freedoms of religion, speech, press, assembly, and petition
(2) 4th -- right to privacy, searches and seizures
(3) 5th -- criminal proceedings; due process of law
(4) 12th -- presidential and vice presidential elections
(5) 13th -- slavery and involuntary servitude
(6) 14th -- equal protection of the laws; due process of law
(7) 15th -- right to vote
(8) 19th -- women's suffrage
(9) 25th -- presidential succession and disability
(10) 26th -- 18 year old vote

2. informal amendment:

a. judicial interpretation

(1) Marbury v. Madison
(2) The Supreme Court and judicial interpretation

b. legislative elaboration
c. executive interpretation
d. tradition, custom, and usage

IV. The Protection of Rights: The problems of reconciling order and security with individual liberty are old ones compounded with difficulty today by the modern world. The United States Constitution and subsequent interpretations of it by the Supreme Court deal directly with individual human rights.

A. General considerations relating to the Constitution and individual rights:

1. rights are relative, not absolute
2. the Constitution governs government, not individuals

B. Rights of persons and property:

1. all rights pertain to life, liberty, and/or property
2. due process of law

a. procedural due process
b. substantive due process

3. the equal protection of the laws

C. The 1st Amendment freedoms:

1. religious faith and practice:

a. the church and state issue
b. the free practice of religion
c. current issues relating to religious faith, practice, and the state

2. freedoms of speech, press, assembly, and petition:

a. wartime interpretations
b. previous restraint
c. the "bad tendency" test
d. the "clear and present danger" test

3. the 1st Amendment and the control of subversives

D. Fair play for the accused:

1. definition of treason
2. habeas corpus
3. bills of attainder
4. ex-post facto laws
5. searches and seizures
6. indictment by grand jury
7. trial by jury
8. self-incrimination
9. double-jeopardy

E. Recent Supreme Court actions relating to "fair Play":

1. Mapp v. Ohio, 1961
2. Gideon v. Wainwright, 1963
3. Miranda v. Arizona, 1966
4. Katz v. U.S., 1967
5. Furman v. Georgia, 1972

UNIT III - PUBLIC OPINION, PRESSURE GROUPS, AND POLITICAL PARTIES

CODE	Upon the completion of this unit students will be able to
12.8	define the term "apportionment".
12.9	given a clean cut statement of a political position, identify that position as liberal, middle of the road or conservative.
12.10	define the term "third party".
12.11	given a list of activities, identify those which are major functions of a political party.
12.12	given a personality profile, predict the probable political tendencies of that individual.
12.13	define the term "politics".
12.14	define the term "political party".

UNIT THREE:

PUBLIC OPINION, PRESSURE GROUPS, AND POLITICAL PARTIES

As employed here, politics embraces all phases of the process of making public policy. Fundamentally, policy-making derives from the political action and interaction of public opinion, pressure groups, and political parties in the United States.

I. Public Opinion: The process of public policy-making in free countries begins with individual opinions which merge into loose blocs of public opinion.

A. Factors which influence individual opinion:

1. emotions
2. environment:

    a. natural
    b. social
    c. cultural

3. reason

B. Sources of information which affect individual and group opinions:

1. the electronic media
2. newspapers
3. magazines
4. books
5. movies
6. others

C. The meaning of public opinion:

1. popular misconceptions about public opinion
2. public opinion as an aggregate of individual beliefs
3. "publics" within the American population

D. Manifestations of public opinion:

1. election returns
2. public referenda
3. lobbying and pressure politics

4. public opinion polls:

   a. brief history of public opinion polls
   b. the classic blunders in polling
   c. the quota-sampling method
   d. probability sampling
   e. reliability of public opinion polls

E. Techniques of propaganda aimed at influencing public opinion

II. Pressure Groups: Great influence is exercised over the formation of public policy by pressure groups -- quite simply, groups organized to bring pressure to bear upon public opinion, other pressure groups, political parties, and government officials for the purpose of influencing public policy.

A. Reasons for the existence of pressure groups:

   1. representing vested interests in the policy-making process
   2. direct and stimulate expressions of public opinion

B. Organized labor and pressure politics
C. Agricultural pressure groups
D. Business and commercial pressure groups
E. Professional association pressure groups
F. Non-economic pressure group organizations
G. One- issue pressure groups and their role in government today
H. Pressure group techniques
I. Current issues relating to pressure-group politics

   1. pressure groups and major political parties
   2. the proliferation of single-issue pressure groups
   3. the proliferation of Washington lobbies
   4. pressure group abuses in government

III. Political Parties: Where pressure groups of necessity leave off, political parties begin as important, functioning elements of American government.

A. The two-party system in the United States.

   1. types and roles of third parties:

      a. left and right-wing splinters
      b. the one-issue obsessionists
      c. the one-state on one-region party

        - d. the personal following of a dissident hero
        - e. the dissident wing of a major party
        - f. the true minor party

    2. evolution of the American two-party system
    3. reasons for the American two-party system:

        - a. psychological ease of two choices
        - b. sociology discourages large dissenting groups
        - c. constitutional arrangements:

            - (1) the single-member legislative district
            - (2) the division of power between the nation and the States
            - (3) the method of electing the President

B. Characteristics of the major American political parties:

    1. non-ideological in nature:

        - a. coalitions of different interests and interest groups
        - b. only effective compromise of interests yields victory at polls
        - c. party goal is construction of a victorious majority

    2. parties are highly decentralized:

        - a. loose confederations of local and State parties
        - b. parties work most with State and local issues and elections
        - c. regionalism affects the nature of parties

    3. pressure politics affects major political parties:

        - a. each party is commonly associated (informally) with certain pressure groups
        - b. single-issue groups are under-mining parties today

C. Functions of major American political parties:

    1. give direction and stability to the struggle for political power
    2. act as public personnel agencies through the following:

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    a. nominations
    b. campaigns
    c. elections
    d. appointments

3. serve as sources of public policy
4. convert platforms and promises into policy
5. organize and operate the government when victorious
6. provide the loyal opposition when defeated

D. Evaluation of the performance of major American political parties:

1. grand achievements and failures of the Democratic Party (1800 - present)
2. grand achievements and failures of the Republican Party (1854 - present)
3. how effectively do major parties fulfill their functions today?

E. Factors in determining major party allegiance:

1. family tradition
2. economic circumstances
3. national origin and racial or ethnic background
4. religious connections
5. sectionalism and regionalism
6. rural, suburban, and urban influences
7. others

F. Political party preferences among American voters today.

UNIT IV - SUFFRAGE, NOMINATIONS AND ELECTIONS

CODE	Upon the completion of this unit students will be able to
12.15	define the term "suffrage".
12.16	identify several enfranchised and dissenfranchised groups in the United States.
12.17	place the following groups in chronological order in terms of the order of their enfranchisement: Negroes, Women and 18-21 year olds.
12.18	identify at least three methods of nominating candidates for political office.
12.19	differentiate between a primary and general election.

UNIT FOUR: SUFFRAGE, NOMINATIONS, AND ELECTIONS

Some of the most crucial matters in the democratic nation concern the terms under which the people participate in the political process. Major issues are as follows: (1) how is the consent of the people obtained? (2) what portion of the whole population is entitled to vote? (3) how are party affairs conducted?

I. The Right to Vote: Not everyone who resides in the United States has the right to vote. How, then, are qualifications for voting determined and what are those qualifications?

  A. Narrow-based democracy vs. broad-based democracy:

    1. the early United States as a narrow-based democracy
    2. the modern United States as a broad-based democracy

  B. Federal requirements for voting:

    1. Constitutional requirements:

      a. Article I, Section 2
      b. Amendment 14
      c. Amendment 15
      d. Amendment 19
      e. Amendment 23
      f. Amendment 26

    2. Federal statutory requirements:

      a. Civil Rights Act, 1957
      b. Civil Rights Act, 1960
      c. Civil Rights Act, 1964
      d. Voting Rights Act, 1965
      e. Voting Rights Act Amendments of 1970 and 1975

  C. State requirements for voting:

    1. citizenship
    2. residency
    3. special requirements
    4. summary of Pennsylvania requirements

II. Methods of Nominating Candidates for Office: Generalizations about the nomination of candidates for office are difficult to make since these vary widely from State to State.

A. State laws and State and local party practices largely control the nomination processess around the nation.

B. Common methods of nomination:

1. self-announcement
2. the caucus
3. the delegate convention
4. the direct primary election:

    a. closed primaries
    b. open primaries

5. presidential primaries:

    a. the binding primaries
    b. presidential preference primaries

6. methods for nominating candidates for State-wide office in Pennsylvania
7. methods for nominating candidates for local office in Pennsylvania

III. Elections: Once candidates have been nominated, they must face their opposition and the voters at general elections, usually held in November.

A. The administration of elections:

1. the extent of Federal control
2. State and local jurisdiction over elections
3. when elections are held
4. polling places
5. the ballot itself
6. voting machines

B. Voter turn-out in the United States

1. national elections:

    a. presidential years
    b. off-years

2. State elections
3. local elections

UNIT V - CONGRESS AND NATIONAL LEGISLATION

CODE	Upon the completion of this unit students will be able to
12.20	identify the legislative powers of Congress.
12.21	identify the non-legislative powers of Congress.
12.22	outline how a bill becomes a law.
12.23	explain the organization of Congress and identify the various Congressional leaders.

UNIT FIVE: CONGRESS AND NATIONAL LEGISLATION

The Congress of the United States is charged with a basic democratic function: that of translating the public will into public policy in the form of statutory law.

I. The Powers of Congress: Little national policy can be carried on for long without the support of Congress; much national policy requires Congressional statutes for implementation.

A. The legislative powers of Congress:

1. delegated powers
2. implied powers
3. inherent powers
4. concurrent powers

B. Legislative powers denied to Congress:

1. reserved powers
2. prohibited powers
3. emergency powers
4. delegation of powers:

    a. to the States
    b. to the executive
    c. to the people

C. Non-legislative powers of the Congress:

1. constituent powers:

    a. proposal of Constitutional Amendments
    b. calling Constitutional Conventions

2. electoral powers
3. executive powers
4. directory and supervisory powers
5. investigative and inquisitorial powers
6. judicial powers

II. Bases of Representation in Congress: The House was intended as the popular branch of Congress whereas the Senate, in the Constitutional scheme, was intended more to represent the States.

A. The House of Representatives:

  1. Constitutional provisions for representation
  2. the Reapportionment Act of 1929
  3. apportionment procedures
  4. Wesberry v. Sanders, 1964

B. The Senate:

  1. principle of equal representation of the States
  2. original procedures for the selection of Senators
  3. Amendment 17 and the direct election of Senators
  4. disproportionate representation in the Senate

III. Party Government in Congress: While Congress rarely acts along political party lines, its organization strictly adheres to political party representation.

A. The party conferences (caucuses) and current party break-downs in Congress

B. Party leadership in Congress:

  1. The House of Representatives:

    a. the Speaker
    b. the majority leadership
    c. the minority leadership

  2. The Senate:

    a. the President
    b. the President Pro-tempore
    c. the majority leadership
    d. the minority leadership

  3. party roles in committees of Congress

    a. standing committees
    b. special and select committees
    c. joint committees
    d. conference committees

  4. leadership and major committee personnel of the current Congress

IV. Legislative Procedure in the Congress: While there are significant procedural differences in the two houses of Congress, the broad procedural outlines are similar.

A. Sources of proposed legislation (bills):

  1. the Administration
  2. pressure groups
  3. Congressmen and Senators themselves

B. The introduction of bills:

   1. procedure in the House
   2. procedure in the Senate

C. The committee stage:

   1. procedure in the House
   2. procedure in theSenate

D. Floor action:

   1. procedure in the House
   2. procedure in the Senate

E. Conference committees

F. Executive action:

   1. presidential approval
   2. presidential veto
   3. over-ride of presidential veto
   4. the "pocket-veto"

V. Voting Patterns in Congress: While Congress is very much organized along political party lines, voting within Congress seldom follows those same lines.

A. Straight-party votes
B. Sectional/provincial votes
C. Conservative and liberal coalition votes
D. Issues which elicit different voting patterns in the Congress
E. Voting patterns of well-known and area members of Congress:

   1. Pennsylvania Senators
   2. 5th Pennsylvania Congressional District Representative
   3. Senators and congressmen from neighboring States
   4. Well-known members of the Senate and the House (past and present)

VI. Problems Associated with Congress: Congress and its role today face a number of problems outside the immediate area of policy.

A. Relations with the executive branch
B. Efforts to achieve greater congressional efficiency
C. Congressional work-load

D. Pressure groups:

    1. relations between legislators and lobbyists
    2. abuses of lobbying in Congress
    3. laws governing lobbying
    4. the impact of "single-issue" lobbys in Washington

VII. Sessions of Congress and Terms of Members: Sessions and terms are spelled-out in Article I of the Constitution.

A. The term of a Congress
B. Sessions of a Congressional Term:

    1. the first session
    2. the second session
    3. special sessions

C. Term of office for a Senator
D. Term of office for a Representative
E. Special elections for House or Senate vacancies

VIII. Prerequisites and Perquisites of Members of Congress: Prerequisites for members of the Congress are spelled-out in Article I of the Constitution; perquisites grow both from the Constitution and from subsequent Federal statutory law.

A. Prerequisites for Congressional office:

    1. Constitutional requirements:

        a. House of Representatives
        b. Senate

    2. Political requirements:

        a. House of Representatives
        b. Senate

B. Perquisites of office for Senators and Representatives:

    1. salaries
    2. personal expense allowances
    3. stationary allowance and franking privileges
    4. telephone and telegraph allowances
    5. staff allowances for Washington and the home districts
    6. office space in Washington
    7. office allowances in the home district
    8. medical and dental privileges
    9. retirement benefits
    10. others

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UNIT VI - THE EXECUTIVE BRANCH AND NATIONAL POLICY

CODE	Upon the completion of this unit students will be able to
12.24	explain the constitutional and non-constitutional powers of the President and indicate changes and limitations of these powers.
12.25	trace the Presidential election process from nomination through inaguration and explain Presidential succession and disability.
12.26	describe the role of the Vice President.
12.27	trace the growth of the federal bureaucracy and explain how governmental functions have been delegated to appointed members of federal agencies.

UNIT SIX: THE EXECUTIVE BRANCH AND NATIONAL POLICY

The President of the United States holds the most important and powerful office known to the history of man. His powers are vast, his responsibilities are virtually unmeasurable, and his functions are many. To support him in his duties, he has the entire executive branch more or less at his disposal.

I. Functions of the President: While the office of the President is occupied by one man, the powers of the President suggest many functions:

   A. Functions assigned by the Constitution:

      1. Chief of State:

         a. ceremonial head of the government
         b. Presidents rule and also "reign"

      2. Chief Executive:

         a. roles and functions of executive branch officers and agencies:

            (1) the vice president
            (2) the cabinet
            (3) the major Federal Departments:

               (a) State
               (b) Treasury
               (c) Defense
               (d) Justice
               (e) Interior
               (f) Agriculture
               (g) Commerce
               (h) Labor
               (i) Health, Education, and Welfare
               (j) Housing and Urban Development
               (k) Transportation
               (l) Energy

            (4) The Executive Office of the President

         b. The Independent Regulatory Agencies
         c. The President's twin powers of appointment and removal
         d. Current major officials of the executive branch

e. The Federal Budget:

    (1) formulation of the Federal Budget
    (2) legislative enactment of the Budget
    (3) execution of the approved budget

3. Chief Diplomat:

    a. the formulation of policy:

        (1) the roles of executive agencies
        (2) the roles of the Congress

    b. the conduct of affairs:

        (1) treaties
        (2) executive agreements
        (3) recognition of nations
        (4) the diplomatic service
        (5) the United Nations delegation
        (6) communications with foreign nations

4. Commander-in-chief:

    a. peacetime authority and responsibilities
    b. wartime authority and responsibilities
    c. the formulation of policy:

        (1) the roles of executive agencies
        (2) the roles of the Congress

    d. primary officials in the defense establishment:

        (1) civilian
        (2) military

    e. the current state of the nation's defenses:

        (1) strategic forces
        (2) current issues in strategic policy

5. Chief Legislator:

    a. recommending legislation
    b. executive lobbying in Congress
    c. the veto power
    d. presidential-congressional relations
    e. the President and major recent or current legislation

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B. Traditional and Statutory Functions of the President:

1. Chief of political party
2. Voice of the people:

    a. molder of public opinion
    b. expounder of public opinion
    c. the President and the new media

3. Protector of the peace:

    a. domestic national emergencies or regional disasters
    b. public expectations

4. Manager of prosperity:

    a. the President and public expectations for economic prosperity
    b. presidential powers for economic influence, regulation, and control
    c. current issues involving the President and the national economy

        (1) prices and inflation
        (2) government employment policy
        (3) tax policy
        (4) government spending policy

5. World Leader:

    a. U.S. presidential leadership in World War II and in the "cold war"
    b. recent and current issues involving the President as world leader:

        (1) western defense alliances
        (2) the world "petro-crisis"
        (3) international economic policy
        (4) the President and international "summitry"
        (5) others (current issues)

C. Evaluation of the performances of the current President and recent presidents in each of the major roles:

(NOTE: The following guide for student evaluation of presidential effectiveness is based on a 1978 publication of NEWSWEEK. It is included here as a possible guide for teachers, though other types of evaluation guides are available.)

1. Action, decisiveness, and timing
2. Administrative ability
3. Intra-government relations
4. Foreign relations
5. Impact on the future of the nation
6. Significance and nature of the historical period
7. Personal qualities of the man and their impact
8. Political know-how
9. Reactions of public opinion

II. Highlights of the Presidency in History: A full understanding of the modern presidency is impossible without a grasp of the presidency in history:

A. The Constitutional Convention:

1. debate and decisions on the form of the executive
2. debate and decisions on the manner of the selection of the President

B. Constitutional growth and development of the Presidency:

1. Washington's precedents
2. the Jeffersonian era
3. Jacksonian democracy
4. Lincoln and the Civil War presidency
5. Theodore Roosevelt and the popularization of the Presidency
6. Wilson and the war powers of the president
7. the presidency and the Great Depression
8. Roosevelt, the war powers, and World War II
9. the "cold war" presidency: Truman, Eisenhower, and Kennedy
10. the "unstable presidency" in the 1960's and 1970's

III. Presidential Selection: In strictly formal terms, the President is chosen in accord with the provisions of the Constitution. In actual practice, however, the President is chosen through an extraordinarily complex process.

A. Original Constitutional provisions:

1. the Electoral College:

   a. numbers of electors
   b. selection of electors
   c. voting by electors

2. the role of Congress:

   a. counting and certifying electoral votes
   b. electoral tie or lack of a majority of electoral votes

B. The impact of political parties on the selection process:

  1. the Washington elections
  2. the growth of presidential parties, 1796-1800
  3. the election of 1800 and the 12th Amendment to the Constitution

C. Nomination of candidates:

  1. procedures intended by the "founding fathers"
  2. nomination by legislative caucus, 1800-1824
  3. nomination by national convention:

     a. legal requirements
     b. the selection of delegates
     c. campaigning for convention nomination

D. Election by the "general ticket system" ("winner-take-all" in State electoral voting).

E. The Electoral College System today:

  1. popular voting for president:

     a. popular election of presidential electors
     b. the "winner-take-all" system

  2. the formal election process:

     a. election day
     b. Electoral College balloting day
     c. Congressional counting of electoral votes
     d. inauguration of the President

  3. Criticisms of the Electoral College System today:

     a. possible effects of the "winner-take-all" system
     b. possible effects of the "unpledged" or "unfaithful" elector
     c. the role of Congress in case of tie or lack of majority

  4. possible reform of the Electoral College System:

     a. direct popular election of the President:

        (1) the "Bayh Amendment"
        (2) advantages of direct popular election
        (3) disadvantages of direct popular election

b. abolition of presidential electors
c. proportionate division of electoral vote
d. election by districts

IV. Prerequisites for and Perquisites of the Presidential Office: The Constitutional prerequisites for a President are few, though the political prerequisites make it difficult for any person to become President. The benefits of the office, once achieved, are great, however.

A. Presidential prerequisites:

1. Constitutional requirements (Article II)
2. requirements of custom, practice, and political reality

B. Presidential perquisites:

1. salary
2. in-office benefits
3. retirement benefits

C. Term of Office:

1. 22nd Amendment
2. 25th Amendment

V. Presidential Succession and Disability: In the strictest terms, proper succession to the Presidency was not established until ratification of the 25th Amendment in 1967. Neither did the original Constitution specify what should happen in the case of the disability of a President.

A. Succession:

1. presidential succession in American history
2. the Presidential Succession Act of 1947
3. succession requirements of the 25th Amendment to the Constitution

B. Disability:

1. presidential disability in American history
2. disability requirements of the 25th Amendment to the Constitution

VI. The Vice Presidency: In spite of the fact that they are only "a heart-beat away from the Presidency," vice presidents have often become the forgotten men of American history.

A. Roles of the Vice President:

1. Constitutional duties
2. modern statutory and customary duties:

a. Cabinet status (?)
b. the National Security Council
c. the Domestic Council

3. relationship with the President and roles growing from that relationship
4. succession and disability responsibilities

B. Selection of the Vice President:

1. political conderations:

a. the national convention
b. "balancing the ticket"

2. the Electoral College System and the Vice President

C. Perquisites of the Vice Presidential Office

V. The President, the Executive Branch, and National Policy: The terrific importance of the Presidency can be grasped best when the office is viewed in its totality in relation to national policy.

A. National policy-making:

1. developing policy: the President and the Congress share responsibility
2. supervising policy: the President and Congress share; President is paramount
3. executing policy: the President and Executive Branch have full responsibility

B. National policy under the President's authority and/or supervisory powers:

1. fiscal policy
2. general economic policy
3. natural resources policy
4. human services policy
5. public services policy
6. regulatory policy
7. foreign policy
8. defense policy
9. national law-enforcement policy

UNIT VII - THE NATIONAL AND STATE JUDICIARIES

CODE	Upon completion of this unit students will be able to
12.28	explain the purpose of these federal courts: District Courts, Courts of Appeals, Supreme Court.
12.29	explain the selection, term and compensation of judicial personnel.
12.30	describe the role of the following state courts: Minor Judiciary, County Courts, Superior and Commonwealth Courts, Supreme Courts.

UNIT SEVEN: THE NATIONAL AND STATE JUDICIARIES

While courts are essential in all organized societies, their organizations and roles differ with the form of the government, political theories, social and economic relationships, traditions, and customs. American courts have changed little in form over years, but the role they perform has been far from static.

I. General Considerations: American federalism creates a "dual court system." They exist, side by side throughout the country, two entirely separate court systems.

   A. Impact of federalism
   B. Impact of "separation of powers."

II. Roles of American Courts: Everyone is familiar with courts in general, but few think of the courts as performing multiple roles in society.

   A. Settling disputes:

      1. civil disputes
      2. criminal disputes
      3. equity disputes

   B. Interpreting the law:

      1. constitutional law
      2. statutory law
      3. administrative law
      4. international law
      5. common law

   C. Checking and balancing:

      1. judicial review and executive authorities in government
      2. judicial review and legislative authorities in government

   D. Judicial administration:

      1. court management duties
      2. superintending civil and criminal procedure
      3. handling non-contentious cases

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III. The Federal Court System: The Constitution creates ONLY the U.S. Supreme Court and leaves the creation of "inferior courts" to the Congress.

A. The Constitutional Courts:

1. jurisdiction:

    a. subject-matter cases
    b. parties-involved
    c. exclusive jurisdiction
    d. concurrent jurisdiction
    e. original jurisdiction
    f. appellate jurisdiction

2. Federal District Courts:

    a. Federal judicial districts
    b. district court jurisdiction
    c. appeals from district courts
    d. judges of district courts
    e. "Senatorial courtesy"

3. Federal Courts of Appeals:

    a. appellate court districts
    b. appellate court jurisdiction
    c. higher appeals from appellate courts

4. United States Supreme Court:

    a. Supreme Court composition:

        (1) appointment of justices
        (2) confirmation of justices
        (3) current Supreme Court Justices

    b. jurisdiction of the Supreme Court
    c. how cases reach the Supreme Court:

        (1) avenues of approach:

            (a) Supreme Court original jurisdiction under Article III
            (b) Federal court appellate jurisdiction
            (c) State supreme courts IF a Federal court may exercise jurisdiction according to Article III

        (2) manners of approach:

            (a) appeal
            (b) writ of certiorari
            (c) certificate

d. The Supreme Court and the power of "judicial review:"

(1) Marbury v. Madison, 1803
(2) the major role of the Supreme Court
(3) major cases decided by the Supreme Court in American history (NOTE: following cases represent only a sampling; individual teacher may wish to add others):

(a) McColloch v. Maryland, 1803
(b) Gibbons v. Ogden, 1824
(c) Dred Scott v. Sandford, 1857
(d) Plessy v. Ferguson, 1896
(e) Schenck v. United States, 1919
(f) NLRB v. J&L Steel Corporation, 1937
(g) Rochin v. California, 1952
(h) Brown v. Board of Education of Topeka, 1954
(i) School District of Abington v. Schempp, 1963
(j) Katz v. United States, 1967
(k) Miranda v. Arizona, 1967
(l) University of California Regents v. Bakke, 1978

(4) issues and cases currently before the Supreme Court

B. The Special (legislative) courts:

1. the Territorial Courts
2. courts of the District of Columbia
3. the Court of Claims
4. the Customs Courts
5. the Courts of Customs and Patent Appeals
6. the Tax Courts
7. Military Courts

IV. The State Court Systems: While precise structures of courts differ somewhat from State to State, the basic function of all State courts is to hear and decide cases and to administer justice according to the law of the nation and the State.

A. General jurisdiction of State courts in the United States
B. Rules of procedure in State courts:

1. civil procedure:

a. law suits
b. equity suits

2. criminal procedure:

    a. State criminal codes
    b. felonies
    c. misdemeanors

C. Organization of State court systems (emphasis on courts in Pennsylvania):

    1. the minor judiciary:

        a. jurisdiction
        b. justices of the peace
        c. police or magistrates' courts
        d. municipal courts
        e. the minor judiciary in Pennsylvania
        f. selection of judges in the Pennsylvania minor judiciary

    2. general trial courts:

        a. jurisdiction
        b. selection of judges
        c. Pennsylvania district (county) courts of common pleas:

            (1) civil divisions
            (2) criminal divisions
            (3) special divisions

    3. intermediate appellate courts:

        a. jurisdiction
        b. selection of judges
        c. intermediate appellate courts in Pennsylvania:

            (1) Superior Court
            (2) Commonwealth Court

    4. State supreme courts:

        a. jurisdiction
        b. selection of judges
        c. avenues of approach to the U.S. Supreme Court
        d. the Pennsylvania Supreme Court

V. Law Enforcement in the United States: Law-enforcement in the United States tends to be a confusing subject because of the many jurisdictions involved. However, if one can sort out and understand the jurisdictions of Federal courts as opposed to State courts, he can begin to grasp the essentials of law-enforcement responsibilities.

A. Federal law-enforcement:

  1. the Department of Justice:

    a. Office of the Solicitor-General
    b. Anti-trust Division
    c. Tax Division
    d. Civil division
    e. Criminal Division:

      (1) Federal Bureau of Investigation
      (2) other Federal police agencies

    f. Civil Rights Division
    g. roles of United States Attorneys
    h. roles of United States Marshals

B. Law-enforcement in Pennsylvania:

  1. Commonwealth Department of Justice
  2. Pennsylvania State Police
  3. county district-attorneys
  4. local law-enforcement agencies

C. Current issues relating to Federal, State, and local law-enforcement

D. Current major law-enforcement officials:

  1. United States Attorney-General
  2. United States Attorney, Eastern District of Pennsylvania
  3. Director, Federal Bureau of Investigation
  4. Attorney-General, Commonwealth of Pennsylvania
  5. Superintendent, Pennsylvania State Police
  6. Chester County District Attorney
  7. other key national, State, and local law-enforcement officials

UNIT VIII - STATE AND LOCAL GOVERNMENTS

CODE	Upon completion of this unit students will be able to
12.31	describe the state constitution and state powers.
12.32	describe the following aspects of the state legislature: terms of office, organization, procedure, key personnel, compensation.
12.33	describe the election, term and compensation of the governor and identify the powers and responsibilities of the governor.
12.34	explain the state taxes and state budget.
12.35	describe the organization, functions and key officials of county government.
12.36	point out the differences among a township, borough and city in terms of organization, functions and key officials.
12.37	describe the local tax structure as well as budget preparation.

UNIT EIGHT: STATE AND LOCAL GOVERNMENTS

Through the principle of "federalism," the United States Constitution creates a DUAL SYSTEM OF GOVERNMENT: (1) the national government is intended to deal with matters of national and international concern and (2) State and local governments are intended to preserve the concept of local self-government.

I. State Government in the United States: The States have legally existed since the colonies threw off British authority in 1776. In fact, in the guise of colonies, some of the States pre-date the United States by well over 100 years.

   A. State Constitutions:

      1. their legal status as constitutional law
      2. form and content of State constitutions:

         a. basic principles:

            (1) popular sovereignty
            (2) limited government
            (3) separation of powers
            (4) checks and balances
            (5) judicial review
            (6) unitary relationship with local governments

         b. bill of rights
         c. structure of government
         d. powers and functions of government (RESERVED and CONCURRENT powers):

            (1) the tax power
            (2) appropriate and borrow money
            (3) regulate commercial activities
            (4) establish State courts and fix jurisdiction
            (5) define crimes and fix penalties
            (6) create and maintain public schools
            (7) the "police power:"

               (a) health
               (b) morals
               (c) safety
               (d) welfare

            (8) suffrage, nominations, and elections

         e. local government in the State

3. Constitutional change in the States:
    - a. formal amendment
    - b. informal amendment
    - c. constitutional change in Pennsylvania
    - d. problems associated with some State constitutions:
        - (1) too easy to change
        - (2) excessive length
        - (3) out-of-date constitutions
        - (4) the "model State constitution"

II. State Legislatures and Legislation: The first branch of government mentioned in most State constitutions is the legislature. There is good justification for this arrangement since State constitutions place a hugh share of the responsibilities of State and local government in the hands of those serving in the State legislature.

A. State legislative structure:
- 1. bicameralism
- 2. unicameralism
- 3. bases of representation
- 4. the Pennsylvania General Assembly:
    - a. bicameralism
    - b. bases of representation:
        - (1) House of Representatives
        - (2) Senate

B. State legislative organization, operation, and procedure:
- 1. generalizations about the States
- 2. the Pennsylvania General Assembly:
    - a. sessions
    - b. leadership and the role of political parties
    - c. the committee system
    - d. how a bill becomes a law:
        - (1) sources of bills
        - (2) introduction of bills
        - (3) committee action
        - (4) floor action
        - (5) conference committee action
        - (6) the role of the Governor

C. State legislators in Pennsylvania:

1. terms of office:

  a. House of Representatives
  b. Senate

2. prerequisites of office:

  a. House of Representatives
  b. Senate

3. compensation and privileges
4. current major and local General Assembly personnel:

  a. leadership of the State House and Senate
  b. local representatives:

    (1) 155th district representative
    (2) 156th district representative
    (3) 19th district senator

III. Governors and the State Administrations: The office of governor varies a great deal from State to State. Some governors occupy offices of great power while, in other States, the office of governor is relatively weak.

A. Powers of governors:

1. executive powers
2. legislative powers
3. military powers
4. judicial powers
5. the Governor of the Commonwealth of Pennsylvania

  a. executive powers:

    (1) the major departments of the Commonwealth government
    (2) the office of the Governor of the Commonwealth
    (3) the Commonwealth regulatory agencies
    (4) the Governor's powers of appointment and removal
    (5) the Governor and the Commonwealth budget

  b. legislative powers:

    (1) proposing legislation
    (2) lobbying for legislation

(3) the veto power:

(a) the general veto
(b) the item veto

c. military powers:

(1) the Pennsylvania National Guard
(2) relationships with the U.S. Department of Defense and the President

d. judicial powers:

(1) amnesty
(2) pardons
(3) reprieves
(4) commutation of sentences

B. Principal officers of State administrations and their functions in Pennsylvania:

1. Lieutenant Governor
2. Secretary of Education
3. Insurance Commissioner
4. Attorney-general
5. Secretary of Public Welfare
6. Secretary of Transportation (PennDOT)
7. extent of Governor's control over these officials

C. Independent executives (elected apart from the Governor) in Pennsylvania:

1. Treasurer:

a. manner of election
b. powers and functions

2. Auditor-General:

a. manner of election
b. powers and functions

IV. Local Government in Pennsylvania: An individual who lives in Pennsylvania is a resident, for governmental purposes at least, not only of the Commonwealth, but also of the United States, his county, his city, borough or township, and his school district.

A. Units of local government in Pennsylvania:

1. types and classes of local units:

- a. counties:
  - (1) city-county merger in Philadelphia
  - (2) 8 classes of counties based on population
- b. municipalities:
  - (1) cities and boroughs
  - (2) townships

B. the City of Philadelphia:

- 1. the home-rule charter
- 2. the mayor:
  - a. powers and duties
  - b. major city departments and services
- 3. city-council:
  - a. representation
  - b. powers and duties
- 4. independent elected officials:
  - a. district-attorney
  - b. controller
- 5. independent boards, commissions, and authorities
- 6. municipal elections
- 7. current Philadelphia:
  - a. major problems
  - b. current major officials

C. Chester County, Pennsylvania:

- 1. role of county government: branch offices for the Commonwealth
- 2. the "commission" form of county government:
  - a. county commissioners:
    - (1) powers and duties
    - (2) manner of election
    - (3) current commissioners
  - b. county departments, boards, commissions, and agencies
  - c. other elected county officials and their duties:

(1) operation and administration of the courts;

(a) judges of the court of common pleas
(b) jury commissioners
(c) clerk of courts
(d) prothonotary
(e) parole, probation, and juvenile officials

(2) treasurer
(3) controller
(4) district-attorney
(5) sheriff
(6) coroner
(7) recorder of deeds
(8) register of wills

3. elections for county officials
4. problems of government in Chester County today

D. Borough of West Chester:

1. charter of municipal incorporation
2. the weak mayor-council form of government:

a. the mayor
b. borough departments and services
c. council

3. elections for borough officials
4. current problems in West Chester

E. Area townships:

1. authority granted by the State
2. the commission-supervisor form of government:

a. township supervisors
b. township managers
c. township boards, commissions, and agencies

3. elections for township officials
4. problems of area township governments

F. the West Chester Area School District:

1. authority vested in the Commonwealth:

a. the Public School Code of 1949, amended
b. the State Board of Education
c. the Department of Education

2. the local school board:

    a. powers and duties
    b. composition
    c. representation and manner of election

3. the administration of the school district:

    a. commissioned officers
    b. tenured officers

4. problems in the West Chester Area School District

V. Financing State and Local Government in Pennsylvania: Just as the cost of government on the national level has risen sharply in recent years, so has the cost of State and local government.

A. Definition of taxes
B. Limits on State and local taxing power:

    1. no taxes on interstate and foreign commerce
    2. no tax on the Federal Government or any of its instrumentalities
    3. no tax according to "unreasonable" classifications

C. Types of State and local taxes:

    1. the general property tax:

        a. real property
        b. personal property
        c. advantages and disadvantages of property taxes
        d. use of property taxes in Pennsylvania

    2. the sales tax:

        a. general sales tax
        b. selective sales taxes
        c. advantages and disadvantages of sales taxes
        d. use of sales taxes in Pennsylvania

    3. the income tax:

        a. individual income tax
        b. corporation income tax
        c. earned-income tax
        d. advantages and disadvantages of income taxes
        e. use of income taxes in Pennsylvania

4. other forms of State and local taxes:

    a. occupational-privilege taxes
    b. inheritance or estate taxes
    c. business taxes
    d. amusement taxes
    e. utility taxes

C. State and local non-tax receipts:

    1. Federal-State revenue sharing
    2. Federal grants-in-aid
    3. government operated businesses
    4. court fines
    5. public transportation systems
    6. lotteries

UNIT IX - INTRODUCTION TO ECONOMICS

CODE Upon completion of this unit students will be able to

12.38 describe the differences among a free enterprise economy, a mixed economy, and a planned economy.

12.39 match the following terms with their definitions:

a. goods
b. services
c. capital
d. free goods
e. Capital goods
f. money
g. wealth
h. labor
i. land
j. scarce
k. consumption
l. disposal income
m. Gross National Product
n. National income
o. Consumer Price Index
p. economics
q. profit

CONTENT OUTLINE

I. Why study economics?

   A. Definition of economics--the allocation of scarce resources to satisfy society's unlimited wants.

   B. Economic decisions made daily:

      1. whether to eat lunch or save the money
      2. whether to buy __________ or save the money
      3. what price one wants to pay for the product at varying prices

II. The United States economic system is defined as free, capitalistic, and mixed.

   A. Free referes to that part of the economy that determines price regardless of supply and demand. (Monopolies such as utilities)

   B. Capitalistic - determines price, taking into consideration supply and demand. In business for a profit. (Individual)

   C. Mixed - refers to that part of the economy that is influened by the government. (e.g. price fixing, anti-trust laws, price controls)

   D. What is produced will be consumed:

      1. depends on supply and demand
      2. depends on the efficiency of production
      3. depends on price

III. The Planned Economy or Socialism

   A. The means of production are owned and operated by the state

   B. Everyone works for the state as there are no other employers

   C. State Planning Commission decides upon the kinds and qualities of goods and services to be produced

   D. Prices placed on goods are decided by the State Planning Commission and would be placed at levels that would enable the consumers to buy all the goods on the market.

IV. Economic jargon:

goods - any tangible wealth - something that must be paid for

free goods - does not need to be paid for (sunshine)

services - tangible wealth (doctor's services) capital - anything that furthers production

capital good - tangible wealth that furthers production

money - medium of exchange - but it is not wealth

wealth - created by combining the four factors of production
land, labor, capital, managerial skill

labor - both physical and mental effort

land - includes the earth and the natural resources below the earth

scarce - anything that must be paid for

consumption - use expenditures for the economic goods and services

disposal income - income after salary deductions

Gross National Product - (GNP)
sum total of all goods and services bought and sold in a given year
Does not include resales

National Income - is determined by adding: rents, interests, wages, profits from unincorporated businesses, profits from incorporated businesses.

Consumer Price Index - (CPI)
A percentage change in price as pertains to the base year

V. Consumer is anyone who buys goods or services for his own use.

A. Types of Consumers:

1. pre-teens (birth to 12 years old)
2. teenagers (13 to 19 years old)
3. young singles
4. young married
5. middle-aged
6. retirees

B. The people who buy the goods and services in this country have a say about what they are buying. Each time you buy something, you are boting for what you want. ("DOLLAR VOTE")

C. Consumers help to decide what goods and services will be produced in the United States.

D. Consumer spending influences prices

E. Consumer demand (spending) affects business and employment

F. The inflation and recession of the 70's and the effect on the consumer

    1. effect on buying power

    2. change in consumer buying power

    3. effect on business and employment

UNIT X - OVERVIEW OF THE AMERICAN ECONOMIC SYSTEM

CODE	Upon the completion of this unit students will be able to:
12.40	define the three basic markets (monopoly, competitive, oligopoly) and explain how each determines price.
12.41	list and define the types of business organizations in the United States and the advantages and disadvantages of forming each.
12.42	identify the problem and origin of the national debt
12.43	explain the three tools used by the Federal Reserve to expand and contract the supply of money.
12.44	describe the difference between monetary policy and fiscal policy.
12.45	describe the characteristics of a depression, inflation and recession; their effects on society and the steps government can take in preventing them.
12.46	summarize the effect of a price change on supply and demand.
12.47	describe how unions influence wage determination and protect their members interests.
12.48	explain the various fringe benefits made available to employees through the efforts of organized labor

CONTENT OUTLINE

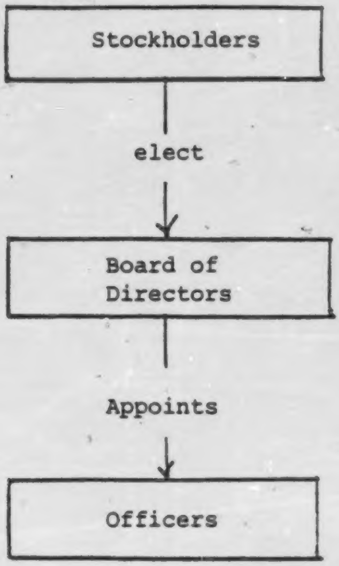
I. TYPES OF BUSINESS ORGANIZATIONS
(Advantages and disadvantages of forming each)

A. Single Proprietorship
  1. General facts
    a. individually owned business
    b. most common form of business in the United States
    c. smallest business in the community
  2. Advantages
    a. ease of forming
    b. your own boss
    c. profits are considered part of the owners personal income
  3. Disadvantages
    a. accountible for all responsibilities and losses
    b. difficult to borrow money - responsible for all debts
    c. limited life - business terminates when the owner dies
    d. unlimited liability - no limit to the amount of money that the proprietor could lose

B. Partnership
  1. General facts:
    a. firm owned by two or more person who may divide their responsibilities and share in the business profits in any way they see fit.
      1) Silent Partner - "puts up the money" but does not share in the running of the business
    b. examples are found in law firms, brokerages and other professional businesses
  2. Advantages
    a. more available capital
    b. share losses and responsibilities
    c. added knowledge of additional partners
  3. Disadvantages
    a. unlimited liability - responsible for the business (debts) losses of all partners
    b. limited life - can no longer exist as a partnership if any one of the partners dies.

C. Corporation
  1. General facts:
    a. created under the authority of a state or the federal government - charter
    b. In the eyes of the law it can engage in most of the legal activities of a person
    c. Charter gives the firm the right to do business and issue shares of stock
  2. Advantages
    a. Limited Liability - should the business fail the most any investor could lose would be the amount of his investment

   b. Transferability of shares - sell stock by signing over the shares to buyer
   c. Ease of obtaining capital - selling stocks and bonds
   d. Unlimited Life - corporation continues to function even after the death of one or more of its stockholders
3. Disadvantages
   a. Double taxation - corporation is subject to a special corporate income tax before profits are distributed. The profits are again taxed as personal income after they are paid out to the shareholders.
   b. Difficulty of Organization - must be chartered by a government and keep records
4. How large corporations are organized.



Business Combinations: Past and Present
1. Trusts
2. Pools
3. Cartels
4. Mergers
5. Interlocking Directorates
6. Holding Companies
7. Multinational Corporations

Government Regulation of Business: Antitrust Laws
1. Sherman Antitrust Act (1890)
2. Clayton Antitrust Act (1914)
3. Federal Trade Commission Act (1914)
4. Antitrust Legislation Today

II. Types of Markets

A. Pure competion - buyers and sellers, having full knowledge of market conditions, arrive at a market price in accordance with the forces of supply and demand.

1. many buyers and sellers acting independently, and no one is big enough to influence the market price by himself
2. all products competing with one another are practically identical so that it does not matter which item the buyer takes or the seller offers
3. all buyers and sellers have full knowledge of prices being quoted all over the market
4. buyers and sellers can enter and leave the market at will

B. Monopoly - one seller of a particular good or service and when there is no substitute for that good or service. Monopolists try to select the price which will yield the highest profit.

1. Legal Monopolies
    a. Patents and copyrights
    b. Public Utilities: Natural Monopolies
    c. Government Monopolies

2. Monopolistic Competition
    a. Individual sellers in an industry have some slight control over their prices because of "product differentiation".

C. Oligopoly - market is dominated by a few large firms, each of which recognizes that a change in price will affect the others

1. classic example is the cigarette industry or the automobile industry
2.
    a. product differentiation - firms go to considerable expense to promote their product as better than their competitors
    b. collusion - it is illegal for oligopolists to get together and set the price
    c. price leadership - price change creates a "follow the leader" with identical change.

III. Essentials of supply and demand

A. Terms defined

1. Supply is the amount of a good that businesses are willing to place on the market at the varying prices.

2. Demand is the amount of a good that consumers are willing to buy at the varying prices.

3. Equilibrium - that point at which the businesses are willing to sell and the consumer is willing to buy.

B. How price is affected by supply

   1. If the supply increases the price will go down

   2. If the supply decreases the price will go up

C. How demand affects its price

   1. If the demand increases the price will go up

   2. If the demand decreases the price will go down

D. The effect of price changes upon demand

   1. As new products are introduced on the market their price must be consistent with the consumer products on the market.

      (e.g. ball point pens, auto, TV after World War II)

   2. At lower prices people ten to substitute less expensive items for similar products

E. The effect of price changes upon supply

   1. People already in business try to produce more so as to increase their profits

   2. Higher prices attract sellers not already in the business to enter it.

IV. Circular Flow of Money

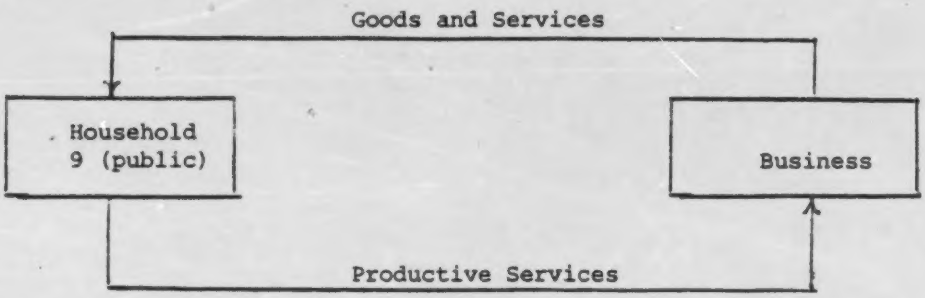


Diagram I

A. Explanation of Diagram I
   1. Individuals provide the productive services that are required to produce goods and services.
   2. Business produces the goods and services households need

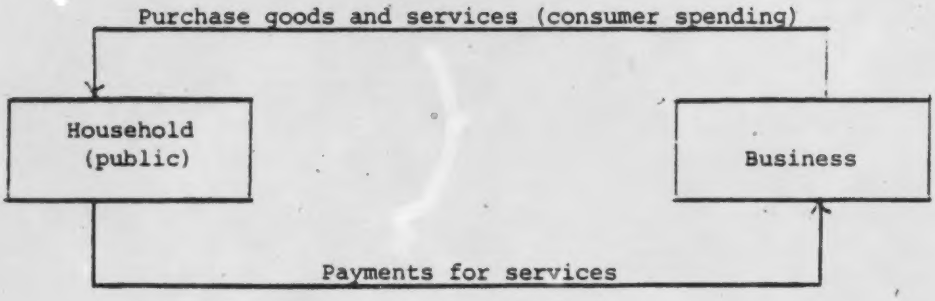
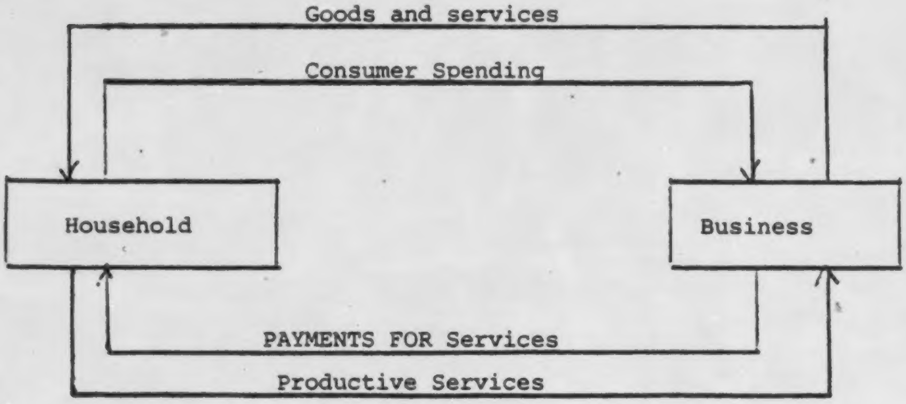

Purchase goods and services (consumer spending)
Household (public)
Business
Payments for services

Diagram II

B. Explanation of Diagram II
   1. Public in making purchase, sends a stream of dollars out to business enterprises.
   2. Business makes payments to their employees, creditors, landlords, and stockholders, who, as consumers, send the money back to the business community.

C. Combining the two diagrams we have the following:


Goods and services
Consumer Spending
Household
Business
PAYMENTS FOR Services
Productive Services

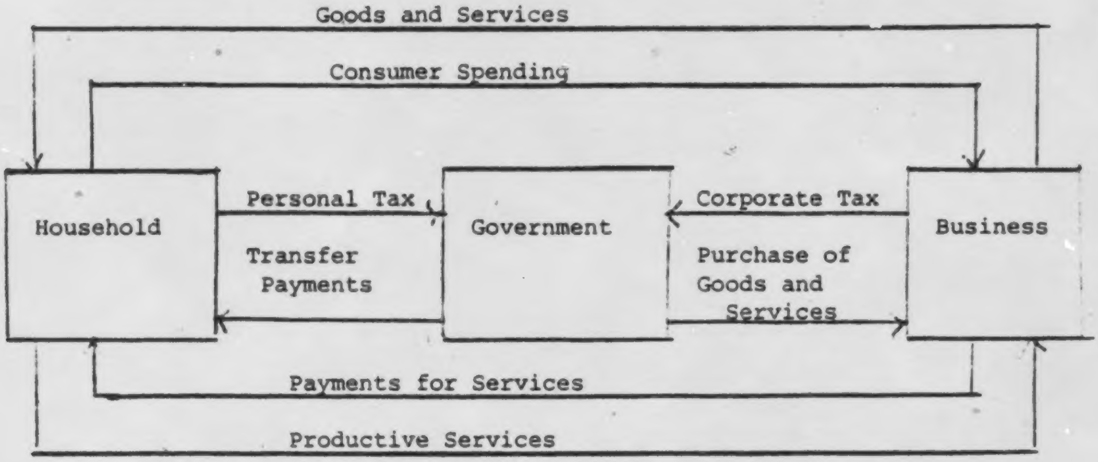
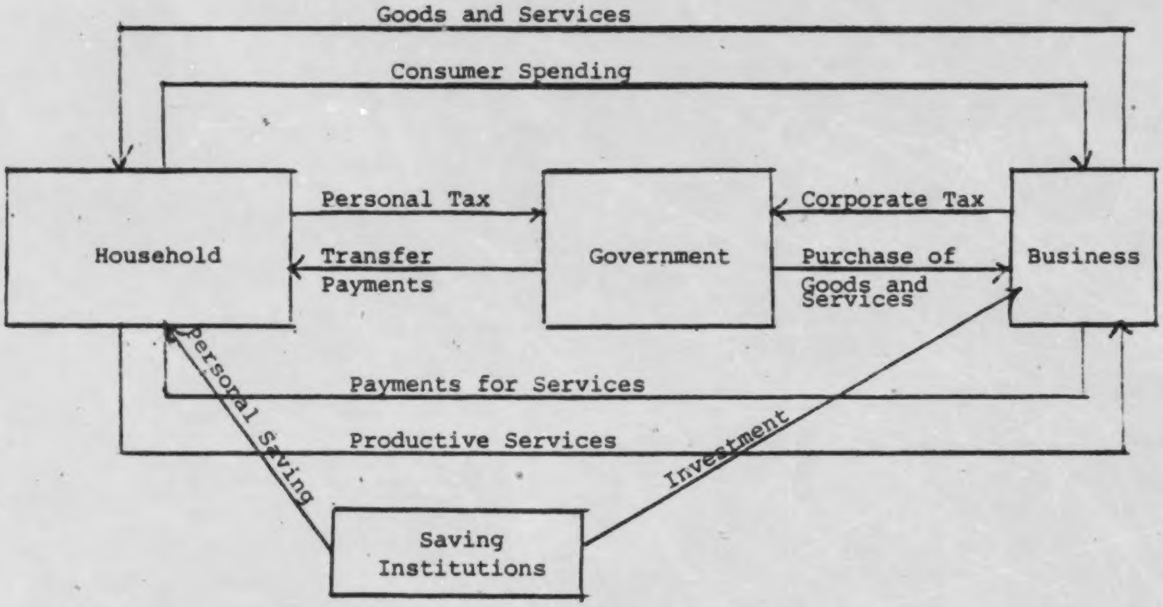

Goods and Services
Consumer Spending
Household
Personal Tax
Transfer Payments
Government
Corporate Tax
Purchase of Goods and Services
Business
Payments for Services
Productive Services

Diagram IV

D. Explanation of Diagram IV
   1. Households contributes the income that governments need to function in the form of personal taxes.
   2. Businesses contribute to the income of the government in the form of corporate taxes.
   3. With the income received government pays to household transfer payments.
      a. Ex. of transfer payments include: Social Security benefits, Veteran Benefits, welfare, medicare etc.
         1. increases the flow of money
   4. With the income received government purchases goods and services from business.
      Ex. Defense contracts, any consumer product needed with the government service

E. Control of the circulation of money through government involvement in the flow of money.
   1. Increase in government purchases - increase the flow of money (vice versa)
   2. Increase in transfer payments - increase in the flow of money (vice versa)
   3. Government therefore affects the employment level in sections of the U.S. or areas of the U.S.
      a. Ex. contracts in the Northeast Corridor compared to contracts to the Sun Belt.
      b. Ex. increase in Social Security benefits.


Goods and Services
Consumer Spending
Household
Personal Tax
Transfer Payments
Government
Corporate Tax
Purchase of Goods and Services
Business
Personal Saving
Payments for Services
Productive Services
Investment
Saving Institutions

F. Explanation of Diagram V
   1. Personal savings placed in Savings Institutions are used as loans to business for Investment
   2. Investment refers to the creation of additional capital
   3. Therefore, when individuals save and the economic community can bear it, additional capital is created thus increasing employment and productivity.
      a. Ex. Mortgage "Crunch" 1973.

V. Controlling the supply of money

A. Monetary Policy and the Federal Reserve Banking System

   1. three tools used by the Federal Reserve to expand or contract the supply of money

      a. Reserve Requirement - amount of currency a member bank must keep on deposit

      b. Discount Rate - the amount of interest charged to a member bank to borrow from the Federal Reserve

      c. Open Market Operation - buying and selling by government on the open market.

   2. The effect of the contraction or expansion of the money supply on the GNP, and the consumer.

   3. Setting the margin requirement

B. Fiscal Policy determined by the government

1. tools used by the government to expand or contract the supply of money
   a. raise or lower taxes - (Congress)
      (1) individual
      (2) corporate
   b. price freeze
   c. wage freeze
   d. government spending

C. Fiscal Policy and the National Debt

a. Overview of the national debt
b. Problems imposed by a huge national debt
   1. redistribution of income
   2. wasteful spending
c. Economic policy and the national debt

VI. Labor organizations and their influence on the economy

A. Demand for Labor depends on:

1. demand for the employer's merchandise or service
2. productivity of each additional worker

B. Factors affecting the supply of labor

1. attractiveness of the job
2. requried skill
3. required training
4. mobility

C. Factors outside the realm of abstract economic forces (on wages)

1. Discrimination
2. Labor Unions
   a. bargaining power
   b. skill in bargaining
   c. other factors
3. Government
   a. Minimum wage
   b. payment of unemployment and retirement benefits

D. Typical Union Organization

1. shop
2. local
3. national
4. federal

E. How Unions Operate

1. achieving recognition
2. union contract; collective bargaining
   a. local bargaining
   b. pattern bargaining
   c. industrywide bargaining

F. Basic Aims of Unions

1. higher wages
   a. profits and ability ot pay
   b. equal pay for equal work
   c. productivity
   d. rising cost of living
2. shorter hours
3. closed shop or union shop
4. checkoff
5. union label
6. job security
7. fringe benefits
8. grievance machinery

G. Factors affecting the unions' bargaining strength

1. extent to which the industry is organized
2. ease with which higher labor costs can be passed along in the form of higher prices
3. proportion of labor costs to total costs
4. perishability of the product
5. possibility of replacing workers by machine

H. When collective bargaining fails

1. Third-Party intervention: Fact-finding, mediation and arbitration
   a. fact finding
   b. mediation
   c. arbitration
2. Tactics of Management
   a. lockout
   b. injunction
   c. strikebreakers
   d. political activity
   e. public relations
   f. methods no longer legal
      (1) yellow-dog contract
      (2) blacklist
      (3) company union
      (4) strong-arm methods

3. Tactics of labor
    a. strike
    b. picketing
    c. boycott
    d. slowdown
    e. political action
    f. illegal methods
        (1) secondary boycott
        (2) strong arm methods
        (3) jurisdictional strike

I. Present-day problems of labor unions

1. changing employment patterns (blue collar vs. white collar)
2. racial prejudice
3. corruption
4. automation
5. work stoppages
6. public employees and the right to strike
7. wage demands and the level of prices

VII. World Trade and markets - the influences on the economy

1. Barriers to World Trade
    a. tariffs
    b. quotas
    c. currency controls
    d. administrative red tape: the invisible tariff
    e. export controls
2. Why nations regulate international trade
    a. merchantilism
    b. protecting jobs and wages
    c. protecting infant industries
    d. national defense
    e. revenue
3. GATT (General Agreement on Tarriffs and Trade)
4. The Common Market
5. Trade Expansion Act
6. American Balance of Payments Problem
7. Influence of OPEC on oil prices and the U.S. economy

VIII. The Energy Problem

1. Energy consumption of the U.S. compared to the rest of the world
    a. Energy production of the U.S.
2. OPEC (Oil Producing Exporting Countries) and the price of U.S. energy
3. Conversion from coal to oil
    a. influence of Environmentalists
4. Alaskan Pipeline
    a. influence of Environmentalists
    b. problems in construction
    c. problems of transporting the oil

5. Alternate sources of energy, potential of use and years to use
    a. Coal
    b. Solar
    c. Natural Gas
    d. Geo-thermal
    e. Nuclear
    f. Synthetic Fueld
    g. Ocean currents
    h. Wind
6. Cost of energy and the U.S. economy
7. Conserving energy
    a. in the home
    b. in business
    c. by the government

UNIT XI BANKING, MONEY AND CREDIT

CODE	Upon the completion of this unit students will be able to:
12.49	identify the type of bank offering a specific service from a list of services offered.
12.50	discuss the various types of money in circulation.
12.51	recognize the influences on the value of money and draw up a list of the same
12.52	explain the functions of money.
12.53	given sets of buying situations, state the advisability of buying on credit or using cash, deferring purchase or borrowing money.
12.54	given specific situations of financial resources, construct budgets advantageous to each situation.

CONTENT OUTLINE

I. Purpose of Banks

  A. safe place to leave money, valuables, documents
  B. guarantees and protects deposits (FDIC)
  C. lend and extend credit and money to businesses and individuals
  D. simplifies bill paying by providing checks
  E. credits and collects checks you deposit
  F. gives financial advice

II. Types of Banks

  A. Commerical bank is the most important kind of bank as it maintians all of the nation's checking accounts

    1. Services offered by the commercial bank

      a. saving account
      b. checking account
      c. special checking account
      d. safe-deposit boxes
      e. banking by mail
      f. night depository
      g. time-payment loans
      h. mortgage loans
      i. commercial loans
      j. cahsier's checks
      k. certified checks
      l. traveler's checks
      m. trust services
      n. United States Savings Bonds

  B. Savings and Loan Association-major business is to accept a savings deposit on which it pays interest. If the bank is organized as a savings bank, the return that you will receive is called interest--if it is organized as a savings and loan institution, the return is called dividends.

    1. Services offered are similar to a commercial bank but you are not permitted to draw checks against your deposit in a savings bank.

      a. some will grant you a cash loan up to the amount of your deposit
      b. returns are usually higher than those paid on savings account by a commercial bank
      c. the volume of their business involves granting mortgages to buy, build, or repair homes

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C. Mutual Savings Bank is mostly a bank for savings accounts

1. Services offered are similar to the savings and loan association

   a. depositors receive dividends
   b. bank uses the deposits to make long-term loans and for other purposes
   c. mutual savings banks are different from other kinds of banks because they are owned by their depositors

III. Types of Money

A. Coins

B. Paper

C. Checkbook

IV. Creation of Money

A. A great deal of money in circulation is created by commercial banks

B. Most of the money in circulation consists of demand deposits or "checkbook money"

ILLUSTRATION OF THE CREATION OF MONEY

1. imagine an isolated community
2. all money is deposited in the only bank in the community for safe keeping
3. the banker notes that only a percentage of the money ever leaves the bank--the rest of the money stays in deposit
4. he uses this deposit money in the following manner to create additional money:

Deposit	Loan	10% Reserve Requirement
10,000	9,000	1,000
9,000	8,100	900
8,100	7,290	810
7,290	6,561	729
6,561	5,904.90	656.10
5,904.90	5,314.41	590.49
5,314.41	________	________

When a loan is made the money does not leave the bank in cash, instead the borrower is issued a checkbook to write checks against the loan.

Money created in the above example ____________________________.

V. Today the Federal Reserve sets the reserve requirement for member banks.

A. By increasing the reserve requirement the amount of money in circulation decreases

B. By decreasing the reserve requirement the amount of money in circulation increases.

VI. Why does the value of money change?

A. Inflation

1. rising demand (more and more people are willing and able to pay higher prices)

2. demand-pull inflation (demand will pull the prices higher)

B. Increasing costs

1. higher costs will push up prices (cost-push)

C. Rising demand and increasing costs

1. purchasing power of money declines

VII. Definition of Credit

VIII. What factors determine the credit of an individual

A. Character

B. Honest and Dependable

C. Earning power of the individual

1. gross pay
2. net pay
3. use of wife's income in establishing credit

D. Does one have the ability to pay? (see attached forms)

1. total income into household
2. property - rent or mortgage payment monthly
3. job/business prospects
4. past payment of debts
5. current outstanding debts

IX. Methods of Borrowing

A. Retail Installment Buying

1. Advantages

        a. permits the use of the article while paying for it

        b. enables buyer to enjoy article before he has the full price available to buy it

        c. sometimes better and more satisfactory merchandise is possible on the installment plan

        d. helps young married couples buy appliances and furniture

        e. some people have difficulty saving money, yet they seem able to force themselves to meet the installment payments

    2. Disadvantages

        a. tendency to overbuy

        b. over buying might lower the standard of living for food and shelter

        c. limits one's freedom of action, such as moving or changing jobs

        d. danger of tying up future income and unprepared for financial emergencies

    3. Charge Accounts

        a. Revolving Credit

        b. Straight credit

    4. Credit Cards (Magic Plastic)

        a. Types of Credit Cards

            (1) general purpose

            (2) limited purpose

B. Cash Credit

    1. Sources available

        a. small loan companies

        b. credit union

        c. commercial banks

        d. insurance policies

        e. pawn shops

f. "loan sharks"

g. relatives

2. Interest Rates

a. truth in lending law

b. prime interest rate

c. role played by Federal Reserve

X. Purpose and Advantages of Budgeting

A. Making and Keeping a Budget

1. food

2. housing

3. clothing

4. operating the home

5. all other expenses

6. savings

B. Shopping for Consumer Goods

1. reliable brands

2. weekend sales

3. off-season clothing sales

4. furniture sales

5. vegetables and fruits in season

6. coding of food by supermarkets

7. canning and freezing foods

8. convenience foods and services

C. Housing

1. changing needs over a lifetime

2. advantages of renting

3. advantages of owning

D. Buying: Needs vs. Wants

1. meeting basic expenses
2. keeping a budget
3. know what you need before shopping
4. make sure you need and want the item
5. obtain product information before buying
6. problem of quality vs. quantity
7. fad buying

UNIT XII - TAXES

CODE	Upon the completion of this unit students will be able to
12.55	explain the principles of taxation and the differences between progressive and regressive taxes.
12.56	accurately and completely fill out a state and federal income tax return.
12.57	list and define the various types of taxes one must pay.
12.58	discuss the problem of property tax relief.
12.59	describe the financing and purpose of our Social Security System

CREDIT INFORMATION

PROPERTY ____________________

____

MTG. AMT. $ __________ TYPE __________ TERM __________

NAMES (H) ____________________ AGE __________

(W) ____________________ AGE __________

address ____________________

city ____________________ telephone no. __________

previous address last five years ____________________

number of dependents & ages ____________________

EMPLOYER (H) ____________________

address ____________________ income __________

position ____________________ length of employment __________

EMPLOYER (W) ____________________

address ____________________ income __________

position ____________________ length of employment __________

ASSETS (bank acct. & nos., bonds, etc.)	LIABILITIES (monthly pmts., balances, etc.)

REAL ESTATE OWNER – TYPE ____________________ PMTS. __________

address ____________________

mortgagee ____________________ Bal. __________

REMARKS ____________________

____

DATE ____________________ SIGNATURE ____________________

____

PENN TITLE INSURANCE CO. KI 4-7550

UNIT IV

TAXES

I. Reason for taxes

- A. Support of federal, state and local government.

II. Principles of Taxation

- A. Ability to Pay
    1. Graduated federal income tax
    2. Flat-rate taxes

- B. Benefits received
    1. Federal level
        - a. V.A. benefits
        - b. aid to dependent children
        - c. food stamps
        - d. medicine
        - e. national defense
        - f. regulation of society
    2. State
        - a. health
        - b. welfare
        - c. police
        - d. education
        - e. road system
    3. Local
        - a. schools
        - b. police
        - c. services (e.g. trash & snow removal)

III. Direct and Indirect Taxes

- A. Income
- B. Corporate
- C. Passed on to consumer

IV. Types of Taxes

- A. Income Taxes
    1. Federal
    2. State
    3. Local

- B. Property Taxes
    1. personal property
    2. real estate
- C. Occupational and Per Capita Taxes

D. Sales Taxes

E. Estate Taxes
    1. Federal
    2. State

F. Inheritance Taxes
    1. Federal
    2. State

G. Gift Taxes

H. Capital Gains

V. Tax Reform

A. Value Added Tax (VAT)

B. Property Tax relief

    1. Proposition 13 - California
    2. Tax Payers Revolt

ADDITIONAL COVENANTS AND CONDITIONS

COLLATERAL PLEDGE—The term "Collateral" as used herein means all property of any nature whatsoever of the Undersigned, or any of them, now or hereafter in the possession of or assigned or hypothecated to the Bank for any purpose, including without limitation any balance or share, belonging to the Undersigned or any of them, of any deposit, agency or other accounts with the Bank and any other amounts which may be owing from time to time by the Bank to the Undersigned or any of them. The Undersigned agrees that the Bank shall have a lien upon and security interest in the Collateral, and all rights in connection with the Collateral, to secure the payment of this Note and any renewals, extensions and modifications thereof and all other existing and future liabilities, whether absolute or contingent, of the Undersigned, or any of them, to the Bank of any nature whatsoever and out of whatever transactions arising, said Note and any renewals, extensions and modifications thereof and said other liabilities being hereinafter collectively referred to as the "Liabilities". If any other Liabilities are in existence when this Note is paid, then, notwithstanding the surrender of this Note, the Bank may retain the Collateral and shall have with respect thereto all rights and remedies available to it, including those herein granted or referred to, and a true copy of this Note shall be sufficient proof of the rights granted herein. Said lien and security interest shall be independent of any right of set-off which the Bank may have. Notwithstanding the foregoing or any documents which borrower or any other party may have previously signed in connection with this loan or other relationships with the Bank, the Bank hereby waives and releases any security interest provided by such documents in the residence of the Borrower or any other party as collateral for the loan evidenced by this Note.

DEFAULTS—The Undersigned shall be in default hereunder upon the occurrence of any of the following events: (a) the nonpayment when due of any amount payable on any of the Liabilities, or the failure of any Obligor to observe or perform any agreement of any nature whatsoever with the Bank, (the term "Obligor" as used herein being meant to include the Undersigned, and all persons secondarily liable on this Note or any renewals, extension or modification thereof, such as endorsers or guarantors); (b) if any Obligor becomes insolvent or makes an assignment for the benefit of creditors, or if any petition is filed by or against any Obligor under any provision of any law or statute alleging that such Obligor is insolvent or unable to pay debts as they mature, (c) the entry of any judgment against any Obligor or the issuing of any attachment or garnishment against any property of any Obligor or the occurrence of any change in the financial condition of any Obligor which in the sole judgment of the Bank is materially adverse; (d) the dissolution, merger, consolidation or reorganization of any Obligor which is a corporation or partnership; (e) the death of any Obligor who is a natural person; (f) any information heretofore or hereafter furnished to the Bank by any Obligor in connection with the loan evidenced hereby should be materially false; and (g) the failure of any Obligor to furnish such financial and other information as the Bank may reasonably request.

ACCELERATION AND ENFORCEMENT RIGHTS—Whenever the Undersigned shall be in default as aforesaid, (1) unless the Bank elects otherwise, the entire unpaid amount of such of the Liabilities as are not then due and payable shall become immediately due and payable without notice to or demand on any Obligor; and (2) the Bank may at its option exercise from time to time any or all rights and remedies available to it under the Uniform Commercial Code or otherwise available to it, including the right to dispose of any collateral at public or private sale(s) or other proceedings, and the Undersigned agrees that the Bank or its nominee may become the purchaser at any such sale(s). The Undersigned waives all right to stay of execution and exemption of property in any action to enforce any of the Liabilities. The Proceeds of any Collateral received by the Bank at any time before or after default, whether from sale of Collateral or otherwise, may be applied to or on account of the payment of such of the Liabilities and in such order as the Bank may elect.

RIGHT TO COMPLETE NOTE—Each of the Undersigned hereby authorizes Bank to: (1) date this Note as of the date when the loan evidenced hereby is made; and (2) complete any blank spaces in this note, including but not limited to the amounts to be paid hereunder, according to the terms upon which it grants the loan relative hereto.

WAIVERS—The Undersigned and all endorsers hereof hereby waive presentment, demand for payment, notice of dishonor, protest and notice of protest, and all other notices and demands in connection with the delivery, acceptance, performance, default or enforcement of this Note and agree that the liability of each of the Undersigned and endorsers shall be unconditional without regard to the liability of any other party and shall not be affected by any indulgence, extension of time, renewal, waiver, release of any party or of any collateral or other modification granted or consented to by Bank, which actions may be taken without notice to the Undersigned or any endorsers.

MISCELLANEOUS—Any failure of the Bank to exercise any right hereunder shall not be construed as a waiver of the right to exercise the same or any other right at any other time. If the Undersigned consists of more than one person, such persons shall be jointly and severally liable hereunder regardless of the order in which the signatures of such persons appear or the dates on which such persons signed. The Undersigned intends this to be a sealed instrument and to be legally bound hereby. All issues arising hereunder shall be governed by the law of Pennsylvania.

IF CREDIT LIFE INSURANCE IS REQUIRED OR REQUESTED

NOTICE OF PROPOSED GROUP CREDIT LIFE INSURANCE

The Signer(s) of this Note hereby take(s) notice that, if so marked on the front of this Note, group credit life insurance coverage will be applicable to this Note and such coverage will be written by the insurance company named unless otherwise furnished by the insured. This insurance, subject to acceptance by the insurer covers only the person signing the request for such insurance. The amount of charge is indicated for each type of credit insurance to be purchased. The term of insurance will commence as of the date the indebtedness is incurred and will expire on the original scheduled maturity date of the indebtedness. Subject to acceptance by the insurer and within 30 days, there will be delivered to the insured debtor a certificate of insurance more fully describing the insurance. In the event of prepayment of the indebtedness, a refund of insurance charges will be made where due.

PNB **PHILADELPHIA NATIONAL BANK**

....

RETAIL INSTALLMENT NOTE

DATE	NOTE NUMBER
	AMOUNT

BORROWER(S) NAME AND ADDRESS

Proceeds of Loan			Base Finance Charge		
Filing Fees			Other Interest		
			Credit Life Insurance (If required)		
Subtotal					
Credit Life Insurance (If optional)					
1. AMOUNT FINANCED			2. FINANCE CHARGE		
3. TOTAL OF PAYMENTS (Amount of Note 1+2)				$	
4. ANNUAL PERCENTAGE RATE				%	

☐ CREDIT LIFE INSURANCE IS NOT REQUIRED: Such insurance coverage over the term of the loan may be provided throu[illegible]e Bank for the price of $, if Bo[illegible]r elects the same by signing below. Credit life insurance is requested. Please add cost thereof to the **AMOUNT FINANCED.**

Borrower to be insured ______ Date signed ______

INSURER: The Prudential Insurance Co. of America, Newark, New Jersey.

☐ CREDIT LIFE INSURANCE IS REQUIRED to cover the amount of the loan up to $10,000. Borrower may obtain this coverage through the Bank's Group Credit Life Insurance Policy with The Prudential Insurance Company of America at the prevailing premium or at his option he may furnish the required coverage through existing policies he may already own or secure through any insurer authorized to transact credit life insurance business within the State of Pennsylvania. Credit life insurance provided through the Bank is requested.

Borrower to be insured ______ Date signed ______

	FIRST INSTALLMENT DUE	OTHERS SAME DAY OF EACH MONTH	INSTALLMENTS		
5.			NO.	AMOUNT OF EACH $	PLUS FINAL INSTALLMENT OF $

First payment must be scheduled not less than 25 days or more than 45 days after loan is advanced.

In consideration of a loan made by The Philadelphia National Bank (herein called "Bank"), the undersigned (herein called the "Undersigned" or the "Borrower") jointly and severally promise to pay to the order of the Bank, at its office, the Total of Payments in installments as set forth above. The Undersigned further agree that the following covenants and conditions shall be applicable to the loan evidenced hereby.

6. COLLATERAL

(a) Security interests have been or will be created by this Note and by the following documents:
(List other security agreements or mortgages securing the subject loan either directly or by cross collateral provisions)

(b) The said documents grant the Bank a security interest in the following property as collateral:
(i) (List all property specifically pledged by the above documents).

(ii) Any deposit account and other amounts owing by the Bank to the Borrower.
(iii) After-acquired property.

(c) The Bank may also have a lien upon or a security interest in any deposit account and other amounts owing by the Bank to the Borrower.
(d) If there will be an endorser, guarantor or similar party to the subject loan, the Bank may also have a security interest in the following property as collateral:
(i) Any property pledged by such party for any lending relationship with the Bank, and
(ii) Any deposit account and other amounts owing by the Bank to such party.
(e) The above Collateral may secure other or future indebtedness of the Borrower to the Bank.

7. In the event of LATE PAYMENTS (installments more than 15 days past due), a charge of 5% of the late installment or $2.50, whichever is less, will be made and, in the event of a Default as specified on the reverse hereof, Borrower will be required to pay all costs of collection including reasonable attorney's fees incurred by the Bank.

8. In event of prepayment of this Note in full, the Bank will REFUND to the Borrower the amount of the unearned FINANCE CHARGE, computed under the "Rule of 78's", unless the refund is under $1.00 or Bank has not earned $5.00.

9. If PROPERTY OR LIABILITY INSURANCE premiums will be included in the AMOUNT FINANCED, the BORROWER shall select the person through which such insurance is to be obtained.

10. If more than one Borrower is listed above, the term "Borrower" means one or all such persons.

11. Borrower authorizes the Bank to disburse the loan evidenced hereby to or upon the direction of the first person to sign below.

12. ADDITIONAL COVENANTS AND CONDITIONS are contained on the reverse side and are made a part hereof.

Receipt of a true copy of this Note is hereby acknowledged.

Receipt of a true copy of this Note is hereby acknowledged.

....(SEAL)
Name

....(SEAL)
Name

....(SEAL)
Name

....(SEAL)
Name

SIGNATURES (in full)

26[illegible]

6413 6/74

PNB PHILADELPHIA NATIONAL BANK

PNB CheckLoan AGREEMENT

DATE	CheckLoan CREDIT LINE	BRANCH NO.	CHECKING ACCOUNT NO.
	$		

On the basis of the accompanying credit application ("Application"), which the undersigned warrants and represents is true and correct, the undersigned requests The Philadelphia National Bank ("Bank") to create and establish in my/our name a PNB CheckLoan Line of Credit, to be utilized in connection with the checking account of the undersigned with the Bank ("Account"). If the Application is accepted, Bank will extend and make available to the undersigned a revolving Line of Credit in the maximum amount requested by the undersigned in the Application or in such lesser amount as the Bank may in its discretion approve, all subject to the following terms and conditions:

1. Bank shall confirm to, and advise the undersigned in writing of, the maximum amount of credit which Bank will extend to the undersigned under this Agreement ("PNB CheckLoan Line of Credit"). The difference, if any, between the PNB CheckLoan Line of Credit and the outstanding and unpaid balance of loans made under this Agreement shall be the "Available Credit".

2. The undersigned may borrow from time to time under the PNB CheckLoan Line of Credit by drawing a check on the Account which creates an overdraft ("Account Check") or by drawing a PNB CheckLoan Check. Undersigned agrees that each borrowing, under the PNB CheckLoan Line of Credit effected by an Account Check shall be in the principal amount of $25.00 or a multiple thereof and each borrowing effected by a PNB CheckLoan Check shall be in such amount equal to or in excess of $25.00 as the undersigned may specify on the PNB CheckLoan Check.

3. If the balance in the Account at any time is insufficient to cover any Account Check, or to pay the principal of or interest on any loan when due, or any service or other Bank charge to the Account, then the Bank will make loans to the undersigned to pay such check, loan balance or charge by crediting the Account, in an amount equal to the lesser of (i) the lowest multiple of $25.00 necessary to make or effect the payment or (ii) the Available Credit. The undersigned agrees not to draw and issue any Account Check or PNB CheckLoan Check which, if paid, would at the time of payment create loans in excess of the then Available Credit. The Bank may, in its discretion, but without obligation to do so, make loans to the undersigned which in the aggregate amount outstanding at any time exceeds the Available Credit. The undersigned agrees that any loans by the Bank in excess of Available Credit shall be payable on demand and with interest at the same rate for loans made within the Available Credit.

4. The undersigned shall pay to Bank a FINANCE CHARGE on all outstanding loan balances for the period during which they are outstanding. The FINANCE CHARGE is imposed at a daily rate of .034388% on the outstanding daily loan balance and includes the cost of credit life insurance on the life of the insured borrower which is .001512% per day. This corresponds to an ANNUAL PERCENTAGE RATE of 12.55%. (If the undersigned is not eligible for credit life insurance, the FINANCE CHARGE is .032876% per day which represents an ANNUAL PERCENTAGE RATE of 12%).

5. All loans granted hereunder shall be consolidated and shall be repayable, in consecutive monthly installments equal to ______________________________ of the loan balance outstanding as of the monthly statement date for the undersigned's Account for the period during which the last borrowing under the PNB CheckLoan Line of Credit occurred or ten dollars ($10.00), whichever is greater. Each monthly installment due, together with the current FINANCE CHARGE, shall be automatically deducted from the undersigned's Account on the due date shown in the monthly Account statement unless otherwise paid by the undersigned prior to such date. The undersigned may prepay in whole or in part the outstanding loan balance at any time. Deposits to the Account shall not be considered payments of the loan balance. The undersigned further agrees to pay Bank all current bank charges including current charges for checks written upon the Account and all costs of collection including reasonable attorneys fees.

6. In the event that three consecutive borrowings by the undersigned shall occur solely by reason of the automatic deduction from the Account in payment of the monthly installment due hereunder, Bank reserves the right to terminate the PNB CheckLoan Line of Credit and to reset the outstanding CheckLoan balance, including accrued FINANCE CHARGES, as a closed installment loan bearing the maximum permissible interest rate and with the same terms as then in effect at the Bank for such loans. Bank is hereby authorized to take such action without further consent of, or execution of documentation by, the undersigned.

7. The undersigned hereby authorizes Bank to obtain credit life insurance on the life of the undersigned signing below as Insured Borrower in an amount at least equal to the outstanding loan balance owing under the PNB CheckLoan Line of Credit. If the cost of such insurance shall be increased at any time by the insurance company, undersigned agrees to pay such increased cost in accordance with the terms of this Agreement. Undersigned further agrees to promptly notify Bank of any change in circumstances which would adversely affect the credit of undersigned, and further agrees to furnish Bank with financial statements and such additional information as may be requested by Bank from time to time.

8. If (a) default is made in the payment or performance when due of any obligation arising pursuant to this Agreement or of any other indebtedness of the undersigned to Bank, or any other warranty or representation in the application for the PNB CheckLoan Line of Credit or otherwise proves, in the sole judgment of the Bank, to be untrue or (b) any of the undersigned shall die or (c) any action is taken by or against any of the undersigned under any Bankruptcy or insolvency laws; or (d) any attachment is issued against property of, or judgment is entered against, the undersigned, or (e) Bank, at any time, in its sole judgment deems itself insecure; then all or any debts or obligations of the undersigned to Bank shall at the option of the Bank become immediately due and payable without demand or notice, and Bank shall have no further obligation to make loans under the CheckLoan Line of Credit and it may forthwith terminate this Agreement. The Bank may also terminate its obligations under this Agreement at any time upon sending by ordinary mail written notice thereof to the undersigned at the address(es) set forth in the application, but any such termination shall not affect the Bank's commitment as to checks properly drawn and issued prior thereto. No such termination shall affect the undersigned's obligations to the Bank incurred pursuant to this Agreement, and the undersigned acknowledges the Bank's right to pursue immediately all the Bank's rights and remedies to recover sums owing the Bank hereunder by the undersigned. Waiver by the Bank of any default by the undersigned shall not constitute a waiver of any subsequent or other default.

9. The Bank's obligations hereunder run exclusively to the undersigned, and neither this Agreement nor the rights and obligations of the undersigned hereunder are assignable by the undersigned. This Agreement may not be changed or modified orally. If this Agreement is signed by more than one person, the term "undersigned" shall be deemed to include all parties so signing except with respect to credit life insurance. Any of the undersigned may draw Account Checks or PNB CheckLoan Checks and all obligations incurred hereunder or pursuant hereto shall be the joint and several obligation of all the undersigned. This instrument constitutes the entire agreement between the parties and shall be governed by the laws of the State of Pennsylvania.

______________________________ SIGNATURE OF INSURED BORROWER

______________________________ SIGNATURE OF CO-BORROWER (NOT INSURED)

6650 4/74

NOTE: Before completing back, snap out carbon and reposition between the backs of Parts 1 and 2.

FOR BANK USE ONLY This section must be completed by Branch Office.

APPROVED BY	PRINT OR TYPE NAME	CREDIT CODE NO.	NO. OF MONTHS	PROCEEDS $
	SIGNATURE	DATE SIGNED	MONTHLY PAYMENTS $	INTEREST CHARGE $
RATE CHARGES	LOAN TYPE		NO. OF EXTRA DAYS INTEREST DAYS CHARGED	DAILY INTEREST $
REMARKS			ANNUAL PERCENTAGE RATE	TOTAL INTEREST $
IDENTIFICATION				INSURANCE $
			TOTAL AMOUNT OF NOTE $	

CRA	BANK OR COMPANY	DATE OF LOAN	ORIGINAL AMOUNT	PAID DATE	NO. OF MONTHS	MONTHLY PAYMENTS	BALANCE DUE	RATING

AUTOMOBILE INSPECTOR'S REPORT	YEAR	MAKE	MODEL	SERIAL NO.	SPEEDOMETER READING
	GENERAL CONDITION OF CAR	LOW BOOK $	INSPECTOR'S SIGNATURE		

CREDIT REVIEWED BY	SIGNATURE	DATE REVIEWED	REMARKS

PNB PHILADELPHIA NATIONAL BANK

PERSONAL LENDING APPLICATION

DATE | OFFICE

I/WE NEED $ FOR MONTHS ☐ PNB CheckLoan ☐ Ready Cash ☐ Finance-in-Advance® ☐ Automobile ☐ Secured (Purpose and Collateral) ☐ Unsecured (Purpose)

☐ AUTOMOBILE ☐ NEW ☐ USED | YEAR | MAKE | MODEL | ☐ Air conditioning ☐ Auto Transmission | ☐ Power Steering ☐ Power Brakes | SERIAL NUMBER | SELLING PRICE

APPLICANT'S NAME | HOME ADDRESS (No. and Street) CITY STATE ZIP CODE | HOW LONG THERE? YRS.

SOCIAL SECURITY NUMBER — — | DATE OF BIRTH | NO. OF DEPENDENTS (other than spouse) | NAME OF SPOUSE | MARITAL STATUS

HOME PHONE NO. | PREVIOUS ADDRESS (If less than 3 years at present address) NO. and STREET CITY STATE ZIP CODE | HOW LONG THERE? YRS.

EMPLOYED BY

EMPLOYER'S ADDRESS (City) (State) (Zip)

POSITION | BUS. PHONE NO | DEPT.

HOW LONG THERE? YRS. | MONTHLY SALARY $ | OTHER MONTHLY INCOME $ | SOURCE

PREVIOUS EMPLOYER (If less than 3 years in present position) | HOW LONG THERE? YRS.

PREVIOUS EMPLOYER'S ADDRESS

SPOUSE EMPLOYED BY | SPOUSE'S MONTHLY SALARY $ | HOW LONG THERE? YRS.

SPOUSE'S EMPLOYER'S ADDRESS | BUSINESS PHONE

BANK REFERENCES

TYPE	ACCOUNT NO.	BANK	BALANCE
CHECKING			$
SAVINGS			$
BANK AMERICARD®			$

If you do not have a PNB BankAmericard but would like to have one, please sign the BankAmericard application below. Your request will be given prompt consideration.

IF YOU OWN AN AUTOMOBILE

YEAR	MAKE	WHERE FINANCED	AMOUNT OWING
			$

NEAREST RELATIVE: NAME | RELATIONSHIP

ADDRESS

LANDLORD OR MORTGAGE HOLDER NAME: (No. and Street) (city) (State) (Zip) | MONTHLY RENT $

NAME(S) IN WHICH PROPERTY IS TITLED | DATE PURCHASED | PURCHASE PRICE $ | BALANCE OF MTG. $ | MO. MTG. PYMT. $

LIST ALL OBLIGATIONS* (other than above)—Installment Accounts, Credit Cards, Debts to Banks, Credit Unions, Finance Co.'s, Dept. Stores

NAME OF BANK OR COMPANY	ADDRESS	ACCOUNT NO.	ORIGINAL AMT.	UNPD. BALANCE	MO. PAYMENT
			$	$	$
			$	$	$
			$	$	$
			$	$	$

AUTHORIZATION TO PAY PROCEEDS

The undersigned authorizes The Philadelphia National Bank to pay the proceeds of the loan, if and when granted, under the foregoing application to the following companies and/or persons in the following amounts.

	BANK OR COMPANY	ADDRESS	AMOUNT
1.			$
2.			$
3.			$

The above credit information, which is certified correct, is given for the purpose of obtaining a loan, and this application shall remain PNB property whether or not the loan is granted. The undersigned agree that the Bank may at its discretion verify any of the information contained herein by direct contact with relevant third parties. IT IS A FEDERAL CRIME KNOWINGLY TO FURNISH FALSE INFORMATION ON THIS APPLICATION. CONVICTION OF THIS CRIME CARRIES A MAXIMUM PENALTY OF $5,000 OR 2 YEARS IMPRISONMENT, OR BOTH.

SIGNATURE OF APPLICANT ______________________ SIGNATURE OF SPOUSE ______________________

BANKAMERICARD APPLICATION

It's a shop-anywhere card It's a travel and entertainment card

I certify that the statements and answers contained in this Application, which are given by me for the purpose of obtaining credit, are true, correct and complete. Whether or not a BankAmericard is issued to me, I agree that such statements and answers may be investigated by and shall remain the property of your bank. If a BankAmericard is issued to me, I hereby agree to the terms and conditions—of the Agreement pertaining to said card from time to time.

1222-6/74 SIGNATURE ______________ SIGNATURE SPOUSE'S ______________ DATE ______________

ADDITIONAL TERMS

A. DEBTOR FURTHER REPRESENTS, WARRANTS AND AGREES:

1. Debtor has or will acquire absolute title to the Collateral free and clear of all liens, encumbrances and security interests except the security interest hereby given to Bank and other rights, if any, of Bank, and Debtor will defend the Collateral against the claims and demands of all persons.
2. Debtor will not (a) permit any liens or security interests (other than Bank's security interest) to attach to any of the Collateral; (b) permit any of the Collateral to be levied upon under any legal process; or (c) permit the Collateral to become a fixture unless this fact has been disclosed on the face hereof.
3. Without the prior written consent of Bank, Debtor will not sell, exchange, lease or otherwise dispose of the Collateral or any of Debtor's rights therein or under this Agreement.
4. Debtor will maintain the Collateral in good condition and repair, and will pay the cost of repairs to or maintenance of the same and will not permit anything to be done that may impair the value of any of the Collateral or the security intended to be afforded by this Agreement.
5. Debtor will insure the Collateral against such casualties as Bank shall require in such forms and amounts and with such companies as shall be satisfactory to Bank. All insurance policies shall be written for the benefit of Debtor and Bank as their interests may appear, and such policies or certificates evidencing the same shall be furnished to Bank. Debtor hereby assigns to Bank any return or unearned premiums which may be due upon cancellation of any such policies for any reason whatsoever and directs the insurers to pay Bank any amounts so due. Bank is hereby appointed Debtor's attorney-in-fact to endorse any draft or check which may be payable to Debtor in order to collect such return or unearned premiums or the proceeds of such insurance. Any balance of insurance proceeds remaining after payment in full of all amounts secured hereunder shall be paid to Debtor.
6. Debtor will not permit any of the Collateral to be removed from the location specified herein, except for temporary periods in the normal and customary use thereof, without the prior written consent of Bank, and will permit Bank to inspect the Collateral at any time.
7. Debtor will pay all costs of filing any financing, continuation or termination statements with respect to the security interest created by this Agreement. Bank is hereby appointed Debtor's attorney-in-fact to do, at Bank's option and at Debtor's expense, all acts and things which Bank may deem necessary to perfect and continue perfected the security interest created by this Agreement and to protect the Collateral.
8. If the Collateral includes a motor vehicle or any other type of property for which a certificate of title is issuable, Debtor will join with Bank in doing whatever may be necessary to have a statement of the security interest created by this Agreement noted on said certificate and will deposit said certificate with Bank.
9. If the Collateral is used or bought for use primarily for personal, family, or household purposes, or for farm purposes, Debtor will immediately advise the Bank in writing of any change in the Debtor's residence; or if the Collateral is bought for business purposes, Debtor will immediately advise the Bank in writing of any change in any of Debtor's places of business, or the opening of any new place of business.
10. Until default Debtor may retain possession of the Collateral and use it in any lawful manner not inconsistent with the agreements herein, or with the terms and conditions of any policy of insurance thereon.

B. DEFAULT:

1. Upon default by Debtor in the performance of any covenant or agreement herein, or in the discharge of any liability to Bank, or if any warranty should prove untrue, Bank shall have all of the rights and remedies of a secured party under the Uniform Commercial Code or other applicable law and all rights provided herein, in the obligations mentioned above, or in any other applicable security or loan agreement, all of which rights and remedies shall, to the full extent permitted by law, be cumulative. Bank may require Debtor to assemble the Collateral and make it available to Bank at a place to be designated by Bank which is reasonably convenient to Bank and Debtor. Any notice of sale, disposition or other intended action by Bank, sent to Debtor at the address specified above, or such other address of Debtor as may from time to time be shown on Bank's records, at least five days prior to such action, shall constitute reasonable notice to Debtor.
2. The waiver of any default hereunder shall not be a waiver of any subsequent default.
3. Debtor will pay as part of the debt hereby secured all amounts, including attorneys' fees, with interest thereon, paid by Bank in taking possession of, disposing of or preserving the Collateral after any default hereinabove described, including amounts required to satisfy liens and maintain insurance on the Collateral or to keep the Collateral in good condition and repair.

C. MISCELLANEOUS:

The rights and privileges of Bank under this Agreement shall inure to the benefit of its successors and assigns. All representations, warranties and agreements of Debtor contained in this Agreement are joint and several if Debtor is more than one, and shall bind Debtor's personal representatives, heirs, successors and assigns. If any provision of this Agreement shall for any reason be held to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision hereof, but this Agreement shall be construed as if such invalid or unenforceable provision had never been contained herein.

Uniform Commercial Code (Equipment, Consumer Goods or Inventory held for lease to others)

PNB

SECURITY AGREEMENT

Made on .... between
(Date)

....
(Names of all Debtors) (Street and No.) (City) (State) (Zip Code)

(herein called "Debtor"), and

THE PHILADELPHIA NATIONAL BANK.. Pa.
(Street and No.) (City)

(herein called "Bank"), said address being Bank's address at which information concerning Bank's security interest hereunder may be obtained.

SECURITY INTEREST: Debtor hereby grants to Bank a security interest in (i) the following described property, which is to be purchased with the proceeds of the loan being made by Bank of even date herewith:

DESCRIPTION OF PROPERTY (State whether new or used)	MAKE OR MANUFACTURER	SERIAL NUMBER	MODEL NO. OR YEAR

and all replacements thereof and all accessories, parts and equipment now or hereafter affixed thereto or used in connection therewith; and (ii) the following described property, now owned or hereafter acquired by the Debtor:

all said property being hereinafter collectively called the "Collateral". Said security interest secures the payment of the obligation of the Debtor to the Bank of even date herewith and all future advances and all other existing and future liabilities whether absolute or contingent, of the Debtor to the Bank of any nature whatsoever and out of whatever transactions arising.

APPLICATION OF LOAN: If the Collateral is being purchased with a loan being made by Bank of even date herewith, Debtor will apply the proceeds of said loan delivered to him in full or partial payment of such purchase price and for no other purposes, and Debtor hereby authorizes Bank to disburse the proceeds of said loan directly to the seller of the Collateral.

DEBTOR WARRANTS AND AGREES THAT:

(i) The Collateral is used, or to be used, primarily:

check one
- ☐ in Debtor's business
- ☐ for personal, family, household or farm purposes, and the Debtor's residence is the address stated after the name of the Debtor above.

(ii) The Collateral will be located at:

check one
- ☐ the address stated after the name of the Debtor above
- ☐ ....
(describe realty if item (iii) is applicable)

applicable only if checked ☐(iii) The Collateral is affixed or is to be affixed to the real estate described in item (ii) above.

(iv) If the Collateral is to be used primarily in Debtor's business, the chief place of business of the Debtor is:

check one if applicable
- ☐ the address stated after the name of the Debtor above
- ☐ ....

The additional terms on the reverse side hereof are hereby made a part hereof.

THE PHILADELPHIA NATIONAL BANK .... (SEAL)
(Secured Party) (Debtor)

By.. .... (SEAL)
(Name and Title) (Debtor)

By...
274
(Name and Title)

Form 1187—Rev. 5/69

$ ....

PNB THE PHILADELPHIA NATIONAL BANK

No. ....

....
(Do not date)

The Undersigned (said term as used herein meaning the person, including any form of legal entity, or, if more than one, all of the persons by whom, or on whose behalf, this note is signed) promises to pay to the order of **THE PHILADELPHIA NATIONAL BANK** (hereinafter called the "Bank") at any of its banking offices

.... **DOLLARS,**

payable in .... installments of $ .... each, and a final installment of $ ....,

on the .... day of each month, beginning ...., 19..........

If Bank shall in its discretion accept payment of any defaulted installment hereunder which is more than 15 days in arrears, the Undersigned shall pay a delinquency charge at the rate of 5¢ for each dollar of such installment; but the aggregate of all such delinquency charges hereunder shall not exceed the maximum amount permitted by law and only one such charge shall be made on any one installment. The Undersigned shall further pay, in addition to all other amounts payable hereunder, the amount necessary to reimburse Bank for (a) premiums for insurance obtained in connection with the loan, (b) fees paid for filing documents in public offices in connection with the loan, and (c) actual expenditures, including reasonable attorneys' fees, for proceedings to collect the loan.

COLLATERAL PLEDGE — The term "Collateral" as used herein means all property of any nature whatsoever of the Undersigned, or any of them, now or hereafter in the possession of or assigned or hypothecated to the Bank for any purpose, including without limitation any balance or share, belonging to the Undersigned or any of them, of any deposit, agency or other accounts with the Bank and any other amounts which may be owing from time to time by the Bank to the Undersigned or any of them. The Undersigned agrees that the Bank shall have a lien upon and security interest in the Collateral, and all rights in connection with the Collateral, to secure the payment of this note and any renewals, extensions and modifications thereof and all other existing and future liabilities, whether absolute or contingent, of the Undersigned, or any of them, to the Bank of any nature whatsoever and out of whatever transactions arising, said note and any renewals, extensions and modifications thereof and said other liabilities being hereinafter collectively referred to as the "Liabilities". If any other Liabilities are in existence when this note is paid, then, notwithstanding the surrender of this note, the Bank may retain the Collateral and shall have with respect thereto all rights and remedies available to it, including those herein granted or referred to, and a true copy of this note shall be sufficient proof of the rights granted herein. Said lien and security interest shall be independent of any right of set-off which the Bank may have.

DEFAULTS — The Undersigned shall be in default hereunder upon the occurrence of any of the following events: (a) the nonpayment when due of any amount payable on any of the Liabilities, or the failure of any Obligor to observe or perform any agreement of any nature whatsoever with the Bank, (the term "Obligor" as used herein being meant to include the Undersigned, and all persons secondarily liable on this note or any renewals, extension or modification thereof, such as endorsers or guarantors); (b) if any Obligor becomes insolvent or makes an assignment for the benefit of creditors, or if any petition is filed by or against any Obligor under any provision of any law or statute alleging that such Obligor is insolvent or unable to pay debts as they mature; (c) the entry of any judgment against any Obligor or the issuing of any attachment or garnishment against any property of any Obligor or the occurrence of any change in the financial condition of any Obligor which in the sole judgment of the Bank is materially adverse; (d) the dissolution, merger, consolidation or reorganization of any Obligor which is a corporation or partnership; (e) the death of any Obligor who is a natural person; (f) any information heretofore or hereafter furnished to the Bank by any Obligor in connection with the loan evidenced hereby should be materially false; and (g) the failure of any Obligor to furnish such financial and other information as the Bank may reasonably request.

ACCELERATION AND ENFORCEMENT RIGHTS — Whenever the Undersigned shall be in default as aforesaid, (1) unless the Bank elects otherwise, the entire unpaid amount of such of the Liabilities as are not then due and payable shall become immediately due and payable without notice to or demand on any Obligor; and (2) the Bank may at its option exercise from time to time any or all rights and remedies available to it under the Uniform Commercial Code or otherwise available to it, including the right to dispose of any Collateral at public or private sale(s) or other proceedings, and the Undersigned agrees that the Bank or its nominee may become the purchaser at any such sale(s). The Undersigned waives all right to stay of execution and exemption of property in any action to enforce any of the Liabilities. The proceeds of any Collateral received by the Bank at any time before or after default, whether from sale of Collateral or otherwise, may be applied to or on account of the payment of such of the Liabilities and in such order as the Bank may elect.

RIGHT TO COMPLETE NOTE — Each of the Undersigned hereby authori[illegible] Bank to: (1) date this note as of the date when the loan evidenced hereby is mad[illegible] and (2) complete any blank spaces in this note, including but not limited to the amounts to be paid hereunder, according to the terms upon which it grants the loan relative hereto.

WAIVERS — The Undersigned and all endorsers hereof hereby waive presentment, demand for payment, notice of dishonor, protest and notice of protest, and all other notices and demands in connection with the delivery, acceptance, performance, default or enforcement of this note, and agree that the liability of each of the Undersigned and all endorsers shall be unconditional without regard to the liability of any other party and shall not be affected by any indulgence, extension of time, renewal, waiver, release of any party or of any collateral or other modification granted or consented to by Bank, which actions may be taken without notice to the Undersigned or any endorsers.

MISCELLANEOUS — Any failure of the Bank to exercise any right hereunder shall not be construed as a waiver of the right to exercise the same or any other right at any other time. The additional provisions, if any, on the reverse side hereof are hereby made a part hereof. If the Undersigned consists of more than one person, such persons shall be jointly and severally liable hereunder regardless of the order in which the signatures of such persons appear or the dates on which such persons signed. The Undersigned intends this to be a sealed instrument and to be legally bound hereby. All issues arising hereunder shall be governed by the law of Pennsylvania.

THE UNDERSIGNED HEREBY AUTHORIZE BANK TO DISBURSE THE LOAN TO OR UPON THE DIRECTION OF THE FIRST PERSON TO SIGN BELOW.

ADDRESSES	SIGNATURES (in full)
....	.... (SEAL) Name
....	.... (SEAL) Name
....	.... (SEAL) Name
....	.... (SEAL) Name

784 4/72 RETAIL INSTALLMENT NOTE

275

UNIT XIII - HOUSING AND MAJOR PURCHASES

CODE	Upon the completion of this unit students will be able to:
12.60	given various income levels, occupations, and family situations, identify advantages of buying and renting a home.
12.61	describe the advantages of using comparison shopping techniques.
12.62	identify the different appeals of advertising.

CONTENT OUTLINE

I. Housing

  A. Young married couples of the past lived with parents before "starting on their own".

  B. Cost of setting up basic housing

  C. Types of housing available

    1. Apartments or rented house

      a. standard lease - (see attached form)

        1. responsibilities of the tenant
        2. responsibilities of the owner

      b. security payment

        1. Landlord and Tenant Act

      c. advantages of living in an apartment or rented house

        1. owner has responsibility of major maintenance
        2. many apartments include rugs, drapes, etc.
        3. some include utilities
        4. opportunity to meet people
        5. social life of the apartments
        6. opportunity to decide where you want to be established

      d. disadvantages

        1. costly rents
        2. cannot build any equity
        3. may be expensive to break the lease
        4. lease may not allow or limit the number of children
        5. lease may not allow pets

2. Mobile Homes
    a. stereotype of people who live in the same
    b. many surrounding areas are zones against
    c. advantages
        1. usually "low" rental fee for ground
        2. homes are cheaper and come fully furnished
        3. compact space
    d. disadvantages
        1. quality of materials used
3. Condominiums
    a. the term is used by some in reference to apartments and townhouses
    b. advantages of buying
        1. many are cheaper than single home units
        2. no outside maintenance
    c. disadvantages of buying
        1. taxes are "shared" by all - once the project is fully occupied
        2. outside must remain "uniform" - owners may not change any part of the exterior.
        3. owner pays a monthly sum for exterior maintenance and upkeep.
            a. presently there is no control over this money or its expenditure
        4. resale value?
4. Buying your own home
    a. things to consider before deciding on one particular home
        1. location in reference to:
            a. place of employment

278

        b. schools

        c. transportation

        d. shopping

    2. school system and courses available to meet any special needs

    3. monthly payments (including taxes)

    4. new home vs. used home

        a. possible tax credit on new homes

        b. presently the interest rate is lower on new homes

        c. new home problems vs. used home problems

b. purchasing a home

    1. used home Agreement of Sale (See attached form) Mortgage Continguency attached

    2. New Home Agreement of Sale - Separate Mortgage Contingeuncy (see attached form)

    3. Settlement Cost Sheet - for breakdown explanation - (see Real Estate Settlement Procedures Act RESPA booklet enclosed)

    4. Mortgage application - (see enclosed)

    5. settlement - possession by deed and keys

c. advantages of buying your own house

    1. build up equity

    2. Federal income tax."break"

    3. sense of security

    4. can make permanent improvements that add to the value of the home

d. disadvantages of buying your own home

    1. maintenance and upkeep may become too much for individuals

    2. change in tax rate may make the home "too costly" for some

        a. elderly are presently receiving a tax "break"

II. Major Purchases

- A. Major Appliances
  - 1. Kinds of:
    - a. kitchen
    - b. home
    - c. entertainment
    - d. personal
  - 2. Necessities or Luxuries?
  - 3. Comparison Shopping
  - 4. Where to buy?
  - 5. New or used?
  - 6. Financing Your Purchase
  - 7. Care and Repair of Appliances
- B. Furniture
  - 1. What Do You Need?
  - 2. Must Play "Interior Decorator" in answering:
    - a. how much can you afford to spend?
    - b. how much furniture must you have?
    - c. what quality of furniture do you desire?
  - 3. Buying New Furniture
    - a. catalogue sales
    - b. custom made
    - c. unpainted furniture
    - d. furniture and department stores
    - e. discount furniture stores

4. Buying Used Furniture

a. friends and relatives

b. moving companies

c. thrift shops

d. used furniture stores

e. newspaper advertisements

5. Refinishing and Reupholstering

C. Home Maintenance, Repair and Remodeling

1. Regular Expenses

2. Minor Repairs and services

3. Larger services and replacements

4. Major repairs

5. Home improvements

6. Paying for repairs and improvements

7. When should you "do it yourself"?

8. Using professionals

a. obtain three complete written estimates for comparison

b. check on contractor's reliability and workmanship

c. obtain a complete written contract

d. satisfaction before payment

e. check guarantee thoroughly

D. Automobile

1. What Do You Need?

2. What Do You Want?

3. New Car:

a. comparison shopping

b. buying options

c. financing your purchase

    d. leasing
    e. rebate
4. Old Car:
    a. comparison shopping
    b. Caveat Emptor (Let the Buyer Beware)
    c. car and repairs of automobiles

LEASE

TO

Premises

Rent

Dated

Term

FOR VALUE RECEIVED, the undersigned hereby assign, transfer and set over unto ....

....

Executors, Administrators and assigns all Lessor's rights, title and interest in the within described premises and all benefit and advantages to be derived therefrom.

WITNESS .... hand and seal this .... day of .... A.D. 19 ....

WITNESS .... LESSOR .... (SEAL)

WITNESS .... LESSOR .... (SEAL)

There are 4 copies of this agreement
1. White .... Lessor
2. Yellow ... Agent
3. Pink ...... Lessee
4. Blue ....

LEASE FOR REAL ESTATE
PART ONE OF A TWO PART AGREEMENT

L-1969
(REV. 11-73)

This form recommended and approved for, but not restricted to use by members of the Pennsylvania Association of Realtors when used with an approved addendum attached hereto.

COPYRIGHT PENNSYLVANIA ASSOCIATION OF REALTORS 1973

PRINCIPALS

This Agreement, made this .... day of .... A.D. 19 ....

Between .... Agent for Lessor, and

....

.... hereinafter called Lessor, and

....

.... hereinafter called Lessee,

PROPERTY (5-72)

1. (a) WITNESSETH: Lessor agrees to let unto the Lessee premises being known as ....

....

.... in the

.... of .... , County of .... , State of Penna.

with improvements consisting of ....

....

upon the following terms and conditions to wit:

(b) Total rental for entire term payable to Lessor $ ....

(c) Payments in advance .... in the amount of $ ....

(d) Cash deposit at signing this lease to be applied on account as follows:

Advance rent $ ....
Security deposit $ ....
Credit report $ ....
.... $ ....
Total $ ....

(e) Adjusted payment of rent until regular due date, if any $ ....

(f) Security deposit $ ....

(g) Late charge if rent not paid within grace period $ ....

(h) Due date for each payment ....

(i) Term of this lease ....

(j) Commencement date of lease .... day of .... A.D. 19 ....

(k) Expiration date of lease .... day of .... A.D. 19 ....

(l) Required written notice to terminate this lease ....

(m) Renewal term if not terminated by either party ....

(n) Lessee will occupy premises ONLY as ....

(o) Maximum number of occupants under this lease ....

(p) Payments to be made promptly when due in lawful money of the United States of America to: ☐ Lessor ☐ Agent

(q) Utilities & services to be supplied as follows:

Lessor will supply: ☐ cold water, ☐ hot water, ☐ gas, ☐ heat, ☐ electric, ☐ lawn care, ☐ snow removal, ☐ janitor service, ☐ yearly oil burner cleaning, ☐ .... ☐ ....

Lessee will supply: ☐ cold water, ☐ hot water, ☐ gas, ☐ heat, ☐ electric, ☐ lawn care, ☐ snow removal, ☐ water in excess of yearly minimum charge, ☐ yearly oil burner cleaning, ☐ ....

(r) Notwithstanding anything herein to the contrary, Lessee will pay cost of any or all repairs of any kind whatsoever, occurring after commencement of this lease where the individual cost of each repair is less than $ ....

(s) No pets or animals of any kind whatsoever will be permitted on or within the herein described premises excepting ....

SPECIAL CLAUSES

2.

ADDENDUM

3. The Lessor and Lessee agree for themselves, their respective heirs and successors and assigns to the herein described terms and also to those set forth in the addendum attached hereto entitled "TERMS AND CONDITIONS," (PART TWO) all of which are to be regarded as binding and as strict legal conditions.

INITIALS

LESSEE .... LESSEE .... LESSEE .... LESSOR .... LESSOR .... AGENT ....

There are six copies of this agreement of sale.
1 White .... Seller
2 Yellow .... Agent
3 Pink .... Buyer
4 Blue .... Mortgagee
5 Gold ....
6 Green ....

AGREEMENT FOR THE SALE OF REAL ESTATE

S 1969 B
(REV. 5 73)

This form recommended and approved for, but not restricted to, use by members of the Pennsylvania Realtors Association

COPYRIGHT PENNSYLVANIA REALTORS ASSOCIATION 1973

PRINCIPALS
(2-71)

This Agreement, made this .... day of .... A.D. 19 ....

1. Between .... Agent for Seller and
....
.... hereinafter called Seller, and
....
.... hereinafter called Buyer.

PROPERTY

2. WITNESSETH: Seller hereby agrees to sell and convey to Buyer, who hereby agrees to purchase: ALL THAT CERTAIN lot or piece of ground with buildings and improvements thereon erected, if any, known as: ....
....
.... in the
.... of ...., County of .... State of Penna.

TERMS
(5 73)

3. (a) For the sum of ....
.... DOLLARS

which shall be paid to the Seller by the Buyer as follows:

(b) Cash or check at signing this agreement: $ ....
(c) Cash or check to be paid on or before: .... 19 .... $ ....
(d) .... $ ....
(e) Cash or certified check at time of settlement: $ ______________
TOTAL .... $ ....
(f) Written approval of Seller to be on or before: .... 19 ....
(g) Settlement to be made on or before: .... 19 ....
(h) Conveyance from Seller will be by fee simple deed of special warranty.
(i) Payment of Transfer taxes will be divided equally between Buyer and Seller.
(j) The following shall be apportioned pro-rata as of and at time of settlement: Taxes as levied and assessed, rents, interest on mortgage assumptions if any, water and or sewer rents if any, together with any other lienable municipal services.

CONTINGENCIES

4. This sale and settlement hereunder are NOT conditional or contingent in any manner upon the sale or settlement of any other real estate NOR subject to any mortgaging or financing except as hereinafter provided.

SPECIAL CLAUSES

5.

ASSESSMENTS
(3-70)

6. Seller covenants and represents as of the approval date of this agreement of sale, that no assessments for public improvements have been made against the premises which remain unpaid and that no notice by any governmental or other public authority has been served upon the Seller or anyone on the Seller's behalf, including notices relating to violations of housing, building, safety or fire ordinances which remain uncorrected unless otherwise specified herein. Buyer will be responsible for any notices served upon the Seller after the approval date of this agreement and for the payment of any assessments and charges hereafter made for any public improvements, if work in connection therewith is hereafter begun in or about said premises and adjacent thereto. Seller will be responsible for any such improvements, assessments or notices received prior to the date of this agreement, unless the improvements consist of sewer or water lines not in use on or prior to the date of approval hereof.

TITLE
(5-72)

7. (a) The premises are to be conveyed free and clear of all liens, encumbrances, and easements, EXCEPTING HOWEVER, the following: Mortgage encumbrances, as aforementioned, if any, existing building restrictions, ordinances, easements of roads, privileges or rights of public service companies, if any; agreements or like matters of record or easements or restrictions visible upon the ground, otherwise the title to the above described real estate shall be good and marketable or such as will be insured by a reputable Title Insurance Company at the regular rates.

(b) In the event the Seller is unable to give a good and marketable title or such as will be insured by a reputable Title Company, subject to aforesaid, Buyer shall have the option of taking such title as the Seller can give without abatement of price or of being n paid all monies paid by Buyer to the Seller on account of the purchase price together with costs for searching title as he may have incurred; and in the latter event there shall be no further liability or obligation on either of the parties hereto and this agreement shall become null and void and all copies will be returned to Seller's agent for cancellation.

(c) Any survey or surveys which may be required by the Title Insurance Company or the abstracting attorney, for the preparation of an adequate legal description of the premises (or the correction thereof), shall be secured and paid for by the Seller. However, any survey or surveys desired by the Buyer or required by his mortgagee shall be secured and paid for by the Buyer.

(d) The premium for title insurance and/or mechanics lien insurance will be paid for by the Buyer if desired or required by the Buyer or any mortgagee, together with appraisal fees if any, and Buyer's normal settlement costs and accruals.

FIXTURES,TREES SHRUBBERY,ETC.
(5-73)

8. All plumbing, heating and lighting fixtures, and systems appurtenant thereto and forming a part thereof, and other permanent fixtures, as well as all ranges, laundry tubs, T.V. antennas, masts and rotor systems, together with screen, storm sash and/or doors, shades, awnings, venetian blinds, couplings for automatic washers and dryers, etc., radiator covers, cornices, kitchen cabinets, drapery rods, drapery rod hardware, curtain rods, curtain rod hardware, all trees, shrubbery, plantings now in or on property, and remaining heating and cooking fuels stored on premises, if any, unless specifically excepted in this agreement, are included in the sale and purchase price. None of the above mentioned items shall be removed by Seller from premises after date of this agreement. Seller hereby warrants that he will deliver good title to all the articles described in this paragraph, and any other fixtures or items of personalty specifically scheduled and to be included in this sale.

PAYMENT OF DEPOSIT
(3-70)

9. Deposits or hand monies shall be paid to agent for Seller, who shall retain the same until consummation or termination of this agreement in conformity with the Real Estate Brokers License Act of 1929, as amended, and Regulations thereto or hereafter published by the State Real Estate Commission.

POSSESSION AND TENDER

10. (a) Possession is to be delivered by deed, keys and physical possession to a vacant building (if any) at day and time of settlement, or by deed and assignment of existing lease(s) at time of settlement if premises is tenant occupied at the signing of this agreement, unless otherwise specified herein. Buyer will acknowledge existing lease(s) by initialing said lease(s) at time of signing this agreement of sale if tenant occupied.

(b) Seller will not enter into any new leases, written extension of existing leases, if any, or additional leases for the premises without expressed written consent of the Buyer.

(c) Formal tender of an executed deed and purchase money is hereby waived.

RISK OF LOSS
(5-73)

11. Any loss or damage to the property caused by fire, or loss commonly covered by the extended coverage endorsements of reputable insurance companies, between the date of this Agreement and the time of settlement, shall not, in any way, void or impair any of the conditions or obligations hereof unless the required mortgaging or financing, as specified herein, cannot be obtained because of such loss or damage. Seller shall maintain existing fire and extended coverage or homeowners' type insurance policies, if any, until the time of final settlement. Buyer is hereby notified that it is his responsibility to insure his interest in the said premises at his own cost and expense. Seller shall maintain the property (including all items mentioned in paragraph #8 herein) and any personal property specifically scheduled herein in its present condition, normal wear and tear excepted.

DEFAULT
(2-69)

12. The said time for settlement and all other times referred to for the performance of any of the obligations of this agreement are hereby agreed to be of the essence of this agreement. Should the Buyer fail to make any additional payments as specified in paragraph #3, or violate or fail to fulfill and perform any of the terms or conditions of this agreement, then and in that case all deposits and other sums paid by the Buyer on account of the purchase price, whether required by this agreement or not, shall be retained by the Seller, either on account of the purchase price, or as liquidated damages for such breach, as the Seller may elect, and in the latter event, the Seller shall be released from all liability or obligation and this agreement shall become null and void and all copies will be returned to Seller's agent for cancellation.

REPRESENTATIONS
(2-69)

13. It is understood that Buyer has inspected the property or hereby waives the right to do so and he has agreed to purchase it as a result of such inspection and not because of or in reliance upon any representation made by the Seller or any officer, partner or employee of Seller, or by the agent of the Seller or any of the latter's salesmen and employees, or by a cooperating broker, if any, or any of his salesmen and employees and that he has agreed to purchase it in its present condition unless otherwise specified herein. It is further understood that this agreement contains the whole agreement between the Seller and the Buyer and there are no other terms, obligations, covenants, representations, statements or conditions, oral or otherwise of any kind whatsoever concerning this sale. Furthermore, this agreement shall not be altered, amended, changed or modified except in writing executed by the parties hereto.

RECORDING

14. This agreement shall not be recorded in the Office of the Recording of Deeds or in any other office or place of public record and if Buyer shall record this agreement or cause or permit the same to be recorded, Seller may, at its option, elect to treat such act as a breach of this agreement.

ASSIGNMENT

15. This agreement shall be binding upon the respective heirs, executors, administrators, successors and, to the extent assignable, on the assigns of the parties hereto, it being expressly understood, however, that the Buyer shall not transfer or assign this agreement without the written consent of the Seller being first had and obtained.

AGENT

16. It is expressly understood and agreed between the parties hereto that the herein named agent, his salesmen and employees or any officer or partner of agent and any cooperating broker and his salesmen and employees and any officer or partner of the cooperating broker are acting as agent only and will in no case whatsoever be held liable either jointly or severally to either party for the performance of any term or covenant of this agreement or for damages for the nonperformance thereof.

DESCRIPTIVE HEADING

17. The descriptive headings used herein are for convenience only and they are not intended to indicate all of the matter in the sections which follow them. Accordingly, they shall have no effect whatsoever in determining the rights or obligations of the parties.

APPROVAL BY BUYER

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have hereunder set their hands and seals the day and year first above written.

BUYER
....(SEAL)

WITNESS AS
TO BUYER..

BUYER
....(SEAL)

WITNESS AS
TO BUYER..

BUYER
....(SEAL)

Seller hereby approves the above contract this..............................day of..............................A.D. 19..............
and in consideration of the services rendered in procuring the Buyer, Seller agrees to pay to the named Agent a commission of ____________ % of the herein specified sale price. In the event the Buyer defaults hereunder, any monies paid on account shall be equally divided between Seller and Agent, but in no event will the sum paid to the Agent be in excess of the above specified commission.

APPROVAL BY SELLER

WITNESS AS
TO SELLER..

SELLER
....(SEAL)

WITNESS AS
TO SELLER..

SELLER
....(SEAL)

AGENT
....(SEAL)

SELLER
....(SEAL)

TO: ....(Agent) Date ....19......

In conjunction with the purchase of the premises described in the agreement of sale attached hereto, I/We hereby authorize your firm to perform the services as indicated below by my/our initials.

A. Place Title insurance in any reputable title insurance company ....____________(INITIALS)
B. Place fire insurance in the amount of $____________....................____________(INITIALS)
C. ....____________(INITIALS)

PROPERTY DESCRIPTION, TERMS & STATISTICAL INFORMATION
FOR SALE

There are 4 copies of this listing agreement.
1. Yellow .... Realtor
2. White .... Owner
3. Blue .... Board
4. Gold ....

AGENT:

XLS-1970

PROPERTY LISTED ____ SALE PRICE $ ____

MUNICIPALITY ____ DEED BOOK # ____ PAGE # ____ RECORD. DATE ____

OWNERS, OCCUPANTS & POSSESSION

OWNERS ____ RES. TEL. # ____
MAILING ADDRESS ____ BUS. TEL. # ____
OCCUPANT ____ RES. TEL. # ____
LEASE TERM ____ LEASE EXPIRES ____ MO. RENT $ ____
POSSESSION AVAILABLE (ON OR BEFORE) ____

BUILDINGS & IMPROVEMENTS

TYPE BUILDING AND ARCHITECTURE ____ YEAR BUILT ____
CONSTRUCTION ____
BASEMENT OR GROUND FLOOR ____
FIRST FLOOR ____
SECOND FLOOR ____
THIRD FLOOR ____
OUTBUILDINGS ____
GARAGE ____ TYPE ROOF ____ AGE OF ROOF ____
HEAT TYPE ____ FUEL ____ HEAT COST $ ____
DOM. H.W. HEATER ____ TERMITE SERVICE BY ____ 19 ____

FEATURES & EXTRAS INCLUDED IN SALE

☐ OWNER AUTHORIZES IMMEDIATE TERMITE INSPECTION BY: ____
☐ ____

☐ STORM DOORS
☐ SCREEN DOORS
☐ COMB. ST. DOORS
☐ COMB. ST. WINDS.
☐ WOOD ST. WINDS.

☐ SCREENS
☐ VEN. BLINDS
☐ RADIATOR COVERS
☐ AIR COND. UNIT ____
☐ CENT. AIR CON.

☐ OPEN PORCH
☐ ENCLOSED PORCH
☐ PATIO
☐ SUN DECK
☐ T.V. ANTENNA

☐ CORNICES
☐ CURTAIN ROD HDW.
☐ DRAPERY RODS
☐ GARB. DISPOSAL
☐ DISHWASHER

☐ LAUND. FACIL.
☐ 100A SERVICE
☐ 220V SERVICE
☐ FENCING
☐ RANGE

☐ WALL TO WALL CARPETING ____ ☐ OVEN

LAND IMPROVEMENTS AND SERVICES

LOT SIZE ____ ZONING ____

☐ PUBLIC WATER
☐ WELL (____ DEPTH)
☐ GAS

☐ PUBLIC SEWER
☐ CESSPOOL
☐ SEPTIC TANK (____ GAL.)

☐ STREET LIGHTS
☐ PAVED STREETS
☐ SIDEWALKS

☐ REAR ALLEY
☐ OFF STREET PARKING
☐ PRIVATE DRIVE

☐ COMMON DRIVE
☐ TRASH COLLECTION
☐ GARB. COLLECTION

☐ ____

CONVENIENCES

GRADE SCHOOL ____ HIGH SCHOOL ____ PARISH ____
TRAIN ____ BUS ____ TROLLEY ____

FINANCIAL AND TAX INFORMATION

SPECIAL TERMS OF PAYMENT OF SALE PRICE ____

MORTGAGEE & ACCT. # ____ ORIG. AMT. .... $ ____
ADDRESS ____ BALANCE .... $ ____
TERM & TYPE ____ INTEREST RATE ____ MO. PMTS. .... $ ____
VA/FHA APPRAISAL $ ____ APPRAISAL EXPIRES ____ MAX. MTG. .... $ ____
ASSESSMENT $ ____ TAXES $ ____ SEWER RENT .... $ ____
UNPAID ASSESS./NOTICES $ ____ PER CAPITA ...... $ ____
DEBTS OR JUDGMENTS ____ BAL. DUE .... $ ____
PAYMENT OF TRANSFER TAXES ____

AGENCY INFORMATION

EXPIRATION DATE OF AGENCY ____ 19 ____
MINIMUM COMMISSION CALCULATED UPON AGREED SALE PRICE ____ %

☐ SALE SIGN ☐ SOLD SIGN ☐ KEY IN OFFICE ☐ KEY LOCK BOX ON DOOR

SPECIAL FEATURES & INSTRUCTIONS

25

(OVER)

EXCLUSIVE RIGHT TO SELL AGREEMENT
FOR SALE OF REAL ESTATE

(REV -72)

This form approved for, and restricted to, use by members of the Multiple Listing Service of the Delaware County Board of Realtors

EXCLUSIVE RIGHT TO SELL

In consideration of your agreement to endeavor to procure a purchaser therefore, I herby employ you as the sole and exclusive agent for the sale of the property described on the reverse side of this form and grant you the sole and exclusive right to sell the said property (hereinafter referred to as agency), for the price and terms therein mentioned, or for or upon any other price or terms to which I may agree.

COMMISSION (5-72)

I agree that if said property is sold or exchanged during the term of the said agency, WHETHER EFFECTED BY WHOMSOEVER INCLUDING MYSELF THE OWNER, I will pay you a commission as specified on the reverse side of this form under "MINIMUM COMMISSION".

In the event Eminent Domain proceedings are instituted against all or part of the subject property during the term of this listing or during the term of any agreement of sale secured through this agency which would render the property unmarketable in its total state as offered, I agree to pay you your normal commission from the gross compensation received through said proceedings at such time when the said compensation has been received by me.

In the event any Buyer secured as a result of this agency should default, any monies paid on account shall be equally divided between the Seller and the Agent, but in no case will the sum paid to the Agent be in excess of the above specified commission.

TERM

This agency shall continue in effect until the "EXPIRATION DATE OF AGENCY" as specified on the reverse side of this form unless extended in writing by the parties hereto. After the "EXPIRATION DATE OF AGENCY" or any extension thereof, the Agent's authority shall continue as to negotiations pending at time of such expiration and if subsequent to such expiration, the property is sold or exchanged in whole or in part to any legal person with whom the Agent, Owner or any other Broker shall have negotiated during the term of this agency, I agree that the said commission will be paid to you as Agent.

POSSESSION

It is agreed that possession will be given to any purchaser as specified on the reverse side under "POSSESSION AVAILABLE" and upon the terms set forth in this Agency. It is further agreed that I will not enter into or renew any lease for any term whatsoever during the term of this Agency except as noted herein.

ESCROW

I agree that deposit or hand monies will be retained by you in an escrow account in accordance with the Real Estate Brokers License Act of 1929, as amended, until consumation or termination of any sale or exchange that may occur as a result of this Agency.

TITLE

I further certify that I own the subject property free and clear except as noted on this form, with a fee simple title and that I am legally able to sell or exchange the property as offered.

HEIRS & ASSIGNS

This Agency shall inure to the benefit of and be binding upon, the parties hereto, and their respective personal representatives, guardians, assigns and successors.

NO OTHER CONTRACTS

This Agreement supersedes and cancels prior contracts if any, between the parties hereto. No additional contract may be entered into by the parties hereto during the term of this agency, excluding any price changes, unless such contract is required of the herein named Realtor for listing in a Multiple Listing Service of another Board of Realtors. Maximum permissible term for any listing is one year.

M.L.S.

If the property is listed with the Multiple Listing Service of the Delaware County Board of Realtors, it is agreed that the Multiple Listing Service will not be held responsible for errors, omissions and/or changes in this listing.

- ☐ A. PROPERTY WILL BE LISTED WITH M.L.S. WITHIN 3 DAYS OF THIS DATE.
- ☐ B. PROPERTY MAY BE LISTED WITH M.L.S. AT THE DISCRETION OF THE REALTOR. (*NOTE:* PLAN B MAY BE USED *ONLY FOR:* VACANT GROUND, COMMERCIAL OR INDUSTRIAL PROPERTY OR NEW HOUSE DEVELOPEMENTS.)
- ☐ C. PROPERTY IS *NOT* TO BE LISTED WITH M.L.S. ______________ (Owners Initial Here)

APPROVAL

I acknowledge having read this contract and agree that it is to be binding on my heirs, executors, administrators and assigns.

AGENT ______________________ (S) Owner ______________________ (S)

By ____________ Date 280 __________ 19 ______ Owner ______________________ (S)

ADDRESS ______________________ POSSESSION ____________ PRICE ______

PROPERTY DESCRIPTION, TERMS & STATISTICAL INFORMATION ON REVERSE SIDE.

Delaware County Board of Realtors
Approved

GENERAL CREDIT INFORMATION

RE: PROPERTY ____________________

____

MTG. AMOUNT $__________ TYPE __________ TERM ______

NAMES (H) ____________________ AGE ______

(W) ____________________ AGE ______

address ____________________

city ____________________

telephone no. ____________________

number of dependents & ages ____________________

EMPLOYER (H) ____________________

address ____________________

position ____________________

length of employment ____________________

income ____________________

EMPLOYER (W) ____________________

address ____________________

position ____________________

length of employment ____________________

income ____________________

ASSETS (bank accts.. bonds, etc.) ____________________

____

____

LIABILITIES (Monthly pmt., balances, tec.) ____________________

____

____

REAL ESTATE OWNED. TYPE __________ PMTS. ______

address ____________________

mortgagee __________ BAL. ______

REMARKS ____________________

____

____

____

____

DATE __________

SIGNATURE ____________________

92765 s.

Unit of Insurance or Fraction Thereof	Area I Basic	Area I Re-Issue
$ 0 - $ 3,000	$118	$101
$ 3,001 - $ 4,000	126	106
$ 4,001 - $ 5,000	133	112
$ 5,001 - $ 6,000	139	117
$ 6,001 - $ 7,000	146	123
$ 7,001 - $ 8,000	154	128
$ 8,001 - $ 9,000	161	136
$ 9,001 - $10,000	167	142
$10,001 - $11,000	174	148
$11,001 - $12,000	182	154
$12,001 - $13,000	189	161
$13,001 - $14,000	196	166
$14,001 - $15,000	203	173
$15,001 - $16,000	209	179
$16,001 - $17,000	215	184
$17,001 - $18,000	221	190
$18,001 - $19,000	228	195
$19,001 - $20,000	234	201
$20,001 - $21,000	240	206
$21,001 - $22,000	247	213
$22,001 - $23,000	254	218
$23,001 - $24,000	260	224
$24,001 - $25,000	266	229
$25,001 - $26,000	272	235
$26,001 - $27,000	278	240
$27,001 - $28,000	285	246
$28,001 - $29,000	291	252
$29,001 - $30,000	297	257
$30,001 - $31,000	301	263
$31,001 - $32,000	306	267
$32,001 - $33,000	311	272
$33,001 - $34,000	317	277
$34,001 - $35,000	322	282
$35,001 - $36,000	328	288
$36,001 - $37,000	334	292
$37,001 - $38,000	339	297
$38,001 - $39,000	345	302
$39,001 - $40,000	350	307
$40,001 - $41,000	356	313
$41,001 - $42,000	361	317
$42,001 - $43,000	367	322
$43,001 - $44,000	373	327
$44,001 - $45,000	378	332
$45,001 - $46,000	384	338
$46,001 - $47,000	389	342
$47,001 - $48,000	394	347
$48,001 - $49,000	400	352
$49,001 - $50,000	406	357
$50,001 - $51,000	407	361
$51,001 - $52,000	411	366
$52,001 - $53,000	416	370

Unit of Insurance or Fraction Thereof	Area I Basic	Area I Re-Issue
$53,001 - $54,000	$421	$375
$54,001 - $55,000	426	379
$55,001 - $56,000	431	383
$56,001 - $57,000	436	388
$57,001 - $58,000	441	392
$58,001 - $59,000	445	397
$59,001 - $60,000	450	401
$60,001 - $61,000	455	405
$61,001 - $62,000	460	410
$62,001 - $63,000	465	414
$63,001 - $64,000	470	419
$64,001 - $65,000	474	423
$65,001 - $66,000	479	427
$66,001 - $67,000	484	432
$67,001 - $68,000	489	436
$68,001 - $69,000	494	441
$69,001 - $70,000	499	445
$70,001 - $71,000	504	449
$71,001 - $72,000	508	454
$72,001 - $73,000	513	458
$73,001 - $74,000	518	462
$74,001 - $75,000	523	467
$75,001 - $76,000	528	471
$76,001 - $77,000	533	476
$77,001 - $78,000	538	480
$78,001 - $79,000	542	484
$79,001 - $80,000	547	489
$80,001 - $81,000	552	493
$81,001 - $82,000	557	498
$82,001 - $83,000	562	502
$83,001 - $84,000	566	506
$84,001 - $85,000	571	511
$85,001 - $86,000	576	515
$86,001 - $87,000	581	520
$87,001 - $88,000	586	524
$88,001 - $89,000	591	528
$89,001 - $90,000	596	533
$90,001 - $91,000	600	537
$91,001 - $92,000	605	542
$92,001 - $93,000	610	546
$93,001 - $94,000	615	550
$94,001 - $95,000	620	555
$95,001 - $96,000	625	559
$96,001 - $97,000	629	564
$97,001 - $98,000	634	568
$98,001 - $ 99,000	639	572
$99,001 - $100,000	644	577

(over)

UNIT XIV - PROTECTING THE FUTURE

CODE	Upon the completion of this unit students will be able to:
12.63	explain the various types of life and property insurance

- I. Consumer's Interest in protecting the future
  - A. Unemployment
  - B. Illness
  - C. Accident
  - D. Old age
  - E. Premature death
- II. Needs of the individual
  - A. Protection of dependents
  - B. Investment for education of children and retirement
  - C. Role of fringe benefits granted by employer
- III. Life Insurance
  - A. Term
  - B. Straight Life
  - C. Limited Payment Life
  - D. Endowment
  - E. Beneficiaries
- IV. Other types of insurance
  - A. Medical insurance
  - B. Dental insurance
  - C. Property insurance
  - D. 1. Mortgage
    - 2. Homeowners
  - E. Automobile insurance
- V. Annuities
  - A. Immediate annuity
  - B. Deferred Life
  - C. Advantages and disadvantages

VI. Savings

A. Savings accounts

B. Certificates of deposits

C. U.S. Savings bonds

D. Treasury notes

VII. The small investor

A. Corporate and Government bonds

B. Municipal bonds

C. Common and preferred stock

D. Convertible bonds and stocks

E. Investment companies

F. Types of stocks: risks vs. necessity

VIII. Public Assistance or Welfare Programs

A. Cash grant programs

1. Old Age Assistance (OAA)
2. Aid to Disabled (AD)
3. Aid to Families with Dependent Children (AFDC)
4. General Assistance (GA)
5. Supplemental Security Income (SSI) or State Blind Pension (SBP)

B. Food Stamps

C. Medical Assistance (MEDICAID)

D. Alternate Proposals:

1. negative income tax
2. family allowance
3. family assistance

IX. Workman's compensation
   A. Purpose
   B. Method of operation
   C. Benefits

X. Unemployment
   A. Purpose
   B. Method of operation
   C. Benefits

XI. Social Security Program (OASDHI)
   A. Old Age Retirement Program
   B. Survivors insurance
   C. Disability insurance
   D. Health insurance for the Elderly (MEDICARE)
   E. Proposed changes

UNIT XV - AIDS TO THE CONSUMER

CODE	Upon the completion of this unit students will be able to:
12.64	list at least five state and federal agencies and regulations intended to protect consumers

CONTENT OUTLINE

I. Governmental

A. Federal Executive Agencies

1. F.D.A.

2. F.T.C.

3. U.S.D.A.

4. C.A.B. - Consumer Affairs Office

5. Consumer Product Safety Commission

6. H.U.D. - Community Relations Office

7. U.S. Postal Service, Postal Inspection Service

8. I.C.C.

9. F.D.I.C.

B. State Agencies

1. Commissioner of Professional and Occupational Affairs

2. Department of Labor and Industry

3. Milk Marketing Board

4. Pa. Department of Agriculture

5. Pa. Department of Banking

6. Pa. Department of Education

7. Pa. Department of Health

8. Pa. Department of Justice - Bureau of Consumer Protection

9. Pa. Human Relations Commission

10. Pa. Insurance Department

C. Local Agencies

1. District Attorney's Office

2. Small Claims Court

3. Chester County Consumer Protection Agency

II. Non-governmental Agencies

   A. Better Business Bureau

   B. Consumers Education and Protection Association

   C. Consumers Union of the United States, Inc. (Consumer's Report)

   D. Agencies Issuing Seals of Approval:

      1. Parents Magazine

      2. Good Housekeeping Institute

      3. Changing Times-Kiplinger Report

      4. Underwriters Laboratories (UL)

III. Consumer Interest Groups and Organizations

   A. Center for the Study of Responsive Law (Nader's Raiders)

   B. Consumer Federal of America

   C. Common Cause

   D. Local Organizations:

      1. Grey Panthers

      2. Tax Action Committee (TAC)

      3. Pennsylvania Economy League

      4. West Chester Chamber of Commerce

      5. A.R.P. - Association of Retired Persons

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